DOCUMENT RESUME

ED 166 228 TM 008 203

TITLE	Evaluation of Title I ESEA Projects, 1977-1978. Abstracts: Report #7876.
INSTITUTION	Philadelphia School District, Pa. Office of Research and Evaluation.
PUB DATE	Aug 78
NOTE	144p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	Bilingual Education; *Compensatory Education Programs; *Educational Assessment; Elementary Secondary Education; Nonpublic School Aid; Program Descriptions; *Program Evaluation; *Remedial Mathematics; *Remedial Reading Programs; School Community Cooperation; Social Sciences; *Summer Programs; Urban Schools
IDENTIFIERS	*Elementary Secondary Education Act Title I; Pennsylvania (Philadelphia); Philadelphia School District PA

ABSTRACT

Evaluation of 33 Elementary Secondary Education Act Title I projects, together with 14 summer components, in the Philadelphia, Pennsylvania school system are summarized. After the summary, each of the projects are described separately. The project reports include identification and descriptive data followed by comments on observed activities, attainment of objectives, and impact. The summer component reports provide comments on goals set, activities employed to attain the goals, goals attained, goals not attained, and changes suggested by project administrators. The six project categories are: (1) comprehensive reading; (2) comprehensive mathematics; (3) programs for limited English-speaking-ability pupils; (4) social sciences; (5) supportive services; and (6) nonpublic school projects. (Author/CTM)

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EVALUATION OF TITLE I
ESEA PROJECTS
1977-1978

Abstracts

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OFFICE OF **RESEARCH AND EVALUATION**
THE SCHOOL DISTRICT OF PHILADELPHIA

DEPARTMENT OF FEDERAL
EVALUATION RESOURCE SERVICES

TM008 203

Report #7876

EVALUATION OF TITLE I ESEA PROJECTS, 1977-1978:

Abstracts

Abstracts based on annual technical reports (Report #7877) issued by the Department of Federal Evaluation Resource Services, evaluating projects funded under Title I of the federal Elementary and Secondary Education Act.

August 1978

Office of Research and Evaluation
THE SCHOOL DISTRICT OF PHILADELPHIA
Philadelphia, Pennsylvania 19103

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This report was prepared by the Department of Federal Evaluation Resource Services. Assistance in evaluation design, instrument development, and data analysis, was provided by the Division of Instructional Research and Development Services, Dr. Edward K. Brown, Director. Members of the project-evaluation teams are named in the respective project reports. In most cases, projects were assigned to teams under the leadership of research associates; in every case, the team leader is named first. If major responsibility within a team was assigned to an individual, that person's name is marked with an asterisk (*).

Projects included in this report were funded under ESEA Title I and administered through the School District's Office of Federal Programs. USOE Grants #48-8411-51-500-01, #48-B-8476-51-500-01, #48-PA-77-1012 and #D8717.

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INTRODUCTION

For the past ten years, the Office of Research and Evaluation (ORE) of the School District of Philadelphia has conducted an annual evaluation of the projects funded under Title I ESEA. Since 1972, the Department of Federal Evaluation Resource Services, one of the five units comprising ORE, has produced the annual evaluations of Title I in two volumes -- The Technical Report and the Abstracts.

During the 1977-1978 school year, the reporting format has been modified to include the assessment of programmatic goals.

Programmatic goals were developed in response to two factors. First, the Title I program was reorganized into six project categories which are: Comprehensive Reading, Comprehensive Mathematics, programs for Limited English-Speaking-Ability Pupils, Social Sciences, Supportive Services and Nonpublic School Projects.

Second, the current state regulations for the evaluation of Title I require behavioral objectives which must account for 100% of the participants and which express gains in Grade Equivalent units.

The balance of this report is organized into the following sections: (1) Programmatic goals, (2) Evaluation Techniques, (3) Findings, (4) Discussion, (5) Summary and Conclusions, and (6) Abstracts of Project Reports.

PROGRAMMATIC GOALS

1. Comprehensive Reading

All participating eligible Title I students in Grades 1-12 will improve their reading skills to the extent that they will obtain the estimated grade equivalent gain for their respective grade between the pre (February, 1977) and post (February, 1978) administrations of the Vocabulary and Comprehension reading subtests of the California Achievement Test. The estimated average expected grade equivalent gain by subtest for each grade follows:

CAT READING SUBTESTS

Grade	Vocabulary Gain	Comprehension Gain
1	N/A	N/A
2	.50	.40
3	.65	.60
4	.67	.66
5	.62	.67
6	.68	.68
7	.66	.66
8	.56	.50
9	.58	.54
10	.59	.54
11	.63	.56
12	.64	.59

2. Comprehensive Mathematics

All participating eligible Title I students will improve their mathematics skills to the extent that they will obtain the estimated average expected grade equivalent gain for their respective grade between the pre (February 1977) and post (February 1978) administrations of the Computation and Concepts and Problems mathematics subtests of the California Achievement Test. The estimated average expected grade equivalent gain by subtest for each grade follows:

CAT MATHEMATICS SUBTESTS

Grade	Computation Gain	Concepts & Problems Gain
1	N/A	N/A
2	.40	.40
3	.36	.36
4	.57	.49
5	.62	.51
6	.62	.51
7	.63	.49
8	.63	.52
9	.62	*
10	.63	*
11	.64	*
12	.61	*

*Concepts and Problems subtest not given in Grades 9-12 during 1977. Therefore gain scores could not be computed.

3. Limited English-Speaking-Ability Programs

A. The longer a pupil is enrolled in a program for Limited-English-Speaking Ability (LESA) pupils, the higher he/she will score on the Test of Aural Comprehension of English (TAC), when the pupil's background is taken into account. A regression equation computed on tests administered in March, 1978 will show a statistically significant relationship ($p<.10$) between the length of time a pupil participated in these programs and TAC score when sex, age, grade, place of birth, mother tongue, and length of residence on the mainland are controlled.

B. Pupils enrolled in ESOL will show increased facility in speaking English, as demonstrated by a statistically significant correlation ($p<.10$) between the number of months a pupil was served in the program and score on speaking sections of the ESOL screening test, when the pupils' mastery of English at the time of enrollment is controlled.

4. Social Sciences

A. During the 1977-1978 school year, students in Grades 6-9 participating in the Education in World Affairs program (EWA) will improve their knowledge of global issues as evidenced by a significantly ($p<.10$) greater number of students demonstrating mastery between the Fall and Spring administrations of the Global Issues Vocabulary Test.

B. During the 1977-1978 school year, students in Grades 10-12 participating in the EWA program will improve their knowledge of concepts related to international affairs and the working of international politics as evidenced by a significant ($p<.10$) increase in posttest scores on the International Political Information Test administered in the Fall and Spring.

5. Supportive Services

A. School-Community coordinators will complete an average of 3.5 out-of-school conferences, seven for two days, including home visits for each day of service they provide each month to participating ESEA, Title I pupils in the areas of attendance, basic skills and work habits, behavior, health and the general well-being of these students. These conferences will emanate from school or self-initiated referrals. This will be verified by inspection of monthly reports and pupil referral forms maintained by the school-community coordinators.

B. School-community coordinators will provide in-school services to a minimum of 20 participating ESEA, Title I pupils each month relative to their needs or problems. This will be verified by inspection of monthly reports maintained by the school-community coordinators.

C. School-community coordinators will provide ten cluster meetings of parents of ESEA, Title I children each year related to topics of concern of needs of the children.

6. Nonpublic School Projects

The individual goals for each nonpublic school (NPS) project may be found within the NPS reports. This was done in order to accommodate the variety of projects.

EVALUATION TECHNIQUES

1. Comprehensive Reading

The following procedures were used in estimating pupil growth for each of the reading goals.

For eligible participating students in Grades 1-6, the distributions of CAT-70 Reading Vocabulary and Reading Comprehension scores were examined. All students falling within the 1st-15th percentile range were assigned an average percentile rank of 8 (the mid-point of that class interval). All students falling within the 16th-49th percentile range were assigned an average percentile rank of 33 (the mid-point of that class interval). The 8th and 33rd percentiles were converted to Grade Equivalent (GE) scores for each grade. These GE scores were multiplied by the number of students in each grade having that average and divided by the total number of students tested in each grade. This resulted in the estimated average GE per grade level for each subtest. This served as the estimated pretest score.

For eligible participating students in Grades 7-12 the distributions of CAT-70 Reading Vocabulary and Reading Comprehension scores were examined. Since the Title I eligibility for these grades is CAT-70 scores below the 26th percentile, an estimation of the number of students scoring below this criterion was needed. Those students scoring in the 1-15 percentile range were assigned an average percentile rank of 8. For students scoring within the 16-49th percentile range, a rectangular distribution of scores was assumed. Accordingly, one-third of the students falling within this range were assumed to fall below the 26th percentile. This percentile rank was converted to an average GE score and multiplied by one-third of the number of students in each grade falling within the 16-49th percentile range. This figure was added to the comparable figure for the 8th percentile, the total being divided by the estimated number of students scoring below the 26th percentile. This served as the estimated pretest score.

Once 1977 CAT scores were used to obtain pretest scores, expected gains in terms of GE were computed. The following formula was used:

$$\text{Expected Gain} = \frac{\text{Pre mean GE}}{\text{Grade (to nearest month at pretest)}} \times \text{Interval between Tests}$$

The 1977 and 1978 CAT reading scores were used to assess the GE changes of eligible participating students. Information was obtained on the number and percentage of eligible participating students who equaled exceeded or failed to obtain the estimated average expected GE gain.

2. Comprehensive Mathematics

For eligible participating students in Grades 1-6 the distributions of CAT-70 Mathematics Computation and Mathematics Concepts and Problems scores were examined. All students falling within the 1st-15th percentile range were eligible. They were assigned an average percentile rank of 8, the mid-point of that class interval. The 8th percentile was converted to the grade equivalent (GE) score for each grade. This GE score was multiplied by the number of students in each grade assigned that average GE score. For each grade, the resulting value was divided by the total number of students tested in each grade. This resulted in the estimated average GE per grade level for each subtest. This served as the estimated pretest score.

For eligible participating students in Grades 7-12 the distributions of CAT-70 Mathematics Computation and Mathematics Concepts and Problems (up to Grade 8) scores were examined. Since the Title I eligibility for these grades is CAT-70 scores below the 26th percentile, an estimation of the number of students scoring below this criterion was needed. Those students scoring in the 1st-15th percentile range were assigned an average percentile rank of 8. For students scoring within the 16-49th percentile range, a rectangular distribution of scores was assumed. Accordingly, one-third of the students falling within this range were assumed to fall below the 26th percentile. This percentile rank was converted to an average GE score and multiplied by one-third of the number of students in each grade falling within the 16-49th percentile range. This figure was added to the comparable figure for the 8th percentile, the total being divided by the estimated number of students scoring below the 26th percentile. This served as the pretest score.

Once 1977 CAT scores were used to obtain pretest scores, expected gains in terms of GE were computed. The following formula was used:

$$\text{Expected Gain} = \frac{\text{Pre mean GE}}{\text{Grade (to nearest month at pretest)}} \times \text{Interval between Tests}$$

The 1977 and 1978 CAT mathematics scores were used to assess the GE changes of eligible participating students. Information was obtained as to the number and percentage of eligible participating students who equaled, exceeded or failed to obtain the estimated average expected GE gain.

3. Limited English-Speaking Ability Programs (LESA)

A. Program evaluators and supervisors administered the Test of Aural Comprehension (TAC) in May, 1978 to all pupils who had studied in special programs for LESA pupils during the school year. Classes were divided at random into two groups. One half was tested with Form A, one half with Form B. A multiple regression analysis was computed to show the effect of variables on the score. The analysis was designed to show whether TAC scores increased more than could be expected if the pupils lived on the mainland but did not participate in the programs.

B. A random sample of pupils who were screened during the past two years and who were in the program were tested with the ESOL Screening Test in March, April, May and June. Part-correlations were used to determine if scores increased with increased exposure to the program when the English-speaking competence of the pupil at the time of screening was controlled.

4. Social Studies

A. A Global Issues Vocabulary Test was developed cooperatively by the evaluation team and the project staff. The vocabulary was drawn from the written materials and related activities provided by the project. The terms selected were judged essential for the students to be considered conversant in the areas studied. A mastery criterion was selected by the project staff. The test was administered in the Fall and Spring to a random sample of participating students in Grades 6-9. It was expected that a significantly ($p<.10$) greater number of students would demonstrate mastery in the Spring administration of the test than in the Fall.

B. An International Political Information Test was developed cooperatively by the evaluation team and the project staff. The test items covered information related to political, economic and social institutions drawn form the subscriptions, special briefing papers and related activities provided by the project. The test was administered in the Fall and Spring to a random sample of participating high school (Grades 10-12) students. It was expected that students' scores would show a significant ($p<.10$) increase on the posttest in the Spring.

5. Supportive Services

A/B.

School-community coordinators (SCCs) recorded their daily activities on a SCC Daily Log. They then summarized the data onto a Monthly Report. The data from the monthly reports were collected. Data from sample months were tabulated and averaged. The evaluation team also conducted case studies with a sample of 2% of the SCCs by accompanying them during either a morning or an afternoon as they conducted their activities. These case studies were used to cross validate the activities recorded on the monthly reports.

C. An end-of-year fact sheet was collected from participating SCCs to determine the number of cluster meetings held and information related to these meetings.

6. Nonpublic School Projects

The techniques used to evaluate NPS projects are contained within their respective reports.

FINDINGS

1. Comprehensive Reading

Objective 1: All participating eligible Title I students in Grades 2-12 will improve their reading skills to the extent that they will obtain the estimated grade equivalent gain for their respective grade between the pre (February, 1977) and post (February, 1978) administrations of the Vocabulary and Comprehension reading subtests of the California Achievement Tests (CAT).

Table 1 contains the estimated grade equivalent gains, the number of pupils tested, and the percentage of pupils who achieved the estimated gain for each grade in the Vocabulary and Comprehension subtests of the CAT. In 14 (63.6%) of the 22 comparisons, a majority of the pupils obtained the estimated grade equivalent gain.

2. Comprehensive Mathematics

All participating eligible Title I students will improve their mathematics skills to the extent that they will obtain the estimated average expected grade equivalent gain for their respective grades between the pre (February, 1977) and post (February, 1978) administrations of the Computation and Concepts and Problems mathematics subtests of the California Achievement Tests (CAT).

Table 2 contains the estimated grade equivalent gains, the number of pupils tested, and the percentage of pupils who achieved the estimated gain for each grade on the Computation and Concepts and Problems subtests of the CAT. In 14 (77.8%) of the 18 comparisons, a majority of the pupils obtained the estimated grade equivalent gain.

3. Limited English-Speaking Ability Programs

The detailed evaluation findings are contained in the English to Speakers of Other Languages report.

4. Social Sciences

The detailed evaluation findings are contained in the Education in World Affairs report.

5. Supportive Services

The detailed evaluation findings are contained in the School Community Coordinators report.

6. Nonpublic School Projects

The detailed evaluation findings are contained in each of the Nonpublic School Project reports.

DISCUSSION

While annual evaluations have the advantage of determining the degree to which individual project goals are being attained, a longitudinal assessment of pupil progress would appear to have greater strategic value for the educational decision-maker and program planner. Even the use of broad programmatic goals, as reported above, is limited to a single 12-month period. The question becomes -- "How typical was this year in comparison to other years?" While projects and, indeed, programs may succeed or fail to attain annual goals, the fundamental question as to programmatic impact upon children must of necessity span several years in order to be adequately addressed.

In order to examine the longitudinal impact of Title I, California Achievement Test data from 1974 to 1978 (spanning the school years 1973-1978) were analyzed. Since the major thrusts of Title I are reading and mathematics, the total tests in these areas were used. The number of student scores for Reading was approximately 100,000 and for Mathematics 60,000. Two basic questions were asked:

1. Has there been a reduction in the percentage of children scoring below the national 16th percentile in Title I schools?

2. Has there been an increase in the average score attained by children in Title I schools?

The information dealing with the reduction of the percentage of children scoring below the national 16th percentile may be found in Table 3. Historically, the 16th percentile marks the upper limit of the lowest achievement category. Children below the 16th percentile are those who have achieved significantly less than their national peers, and by definition, are most in need of Title I services.

Since 1974, in each grade for each academic area, there has been consistent systematic reduction in the percentage of Title I children scoring below the 16th percentile. In Reading, the amount of reduction ranged from 16% in Grade 10 to 5% in Grade 12. City-wide, within Title I schools, there has been a reduction of 11%. In Mathematics, reductions of similar magnitude were noted. Since the distribution of scores has changed from 1974 (40% below the 16th percentile and 60% above) to 1978 (29% below the 16th percentile and 71% above), and since the total population is numerically almost constant (101,000 vs. 103,000), one can hypothesize that approximately 11% of the children have "achieved-out" of the lowest achievement category. This occurs when children attain higher test scores.

Following the above analysis, a determination was made as to the amount of average increase in Reading and Mathematics achieved between 1974 to 1978. These data are shown in Figures 1 and 2 for each grade level. The average achievement for each grade level in both Reading and Mathematics has increased consistently since 1974. The average child in each grade obtained higher achievement scores in 1978 than their 1974 grade-level counterparts.

SUMMARY AND CONCLUSIONS

To the degree that standardized test scores constitute evidence of the impact of programs/services upon pupils, five years of data appear to indicate that positive changes are taking place. Since the majority of the projects and services are essentially the same as those of 1974 and since the data span five years, neither the Hawthorne Effect nor the regression effect constitute viable rival explanations for why our children are doing better. It would appear that Title I makes a difference.

TABLE I

PERCENTAGES OF STUDENTS IN TITLE I SCHOOLS ATTAINING THE ESTIMATED GRADE EQUIVALENT GAINS IN READING

	Vocabulary			Comprehension		
Grade	Estimated GE Gain	Number Tested	Percent Attained	Estimated GE Gain	Number Tested	Percent Attained
2	.50	8274	73.5	.40	7967	62.1
3	.65	8221	47.7	.60	8142	59.6
4	.67	8219	49.0	.66	8226	49.1
5	.62	8631	48.4	.67	8603	53.6
6	.68	8677	58.3	.68	8665	56.7
7	.66	8278	55.7	.66	8255	49.5
8	.56	7989	60.1	.50	8017	59.3
9	.58	7316	60.8	.54	7226	61.5
10	.59	6322	49.7	.54	6264	57.2
11	.63	4734	35.0	.56	4720	38.4
12	.64	3742	52.9	.59	3719	55.4
Total		80403	54.6		79804	55.2

TABLE 2

PERCENTAGES OF STUDENTS IN TITLE I SCHOOLS ATTAINING THE ESTIMATED GRADE EQUIVALENT GAINS IN MATHEMATICS

	Computation			Concepts and Problems		
Grade	Estimated GE Gain	Number Tested	Percent Attained	Estimated GE Gain	Number Tested	Percent Attained
2	.40	8033	72.9	.40	8258	74.9
3	.36	8131	85.7	.36	8228	58.2
4	.57	8231	48.9	.49	8255	59.5
5	.62	8661	71.3	.51	8640	73.4
6	.62	8743	60.4	.51	8676	65.1
7	.63	8231	50.0	.49	8227	40.2
8	.63	7904	56.5	.52	7912	61.5
9	.62	6728	53.1	*		
10	.63	5356	51.5	*		
11	.64	4135	35.0	*		
12	.61	3478	40.0	*		
Total		46065	59.3		58196	61.9

*The Concepts and Problems subtest was not administered in Grades 9-12.

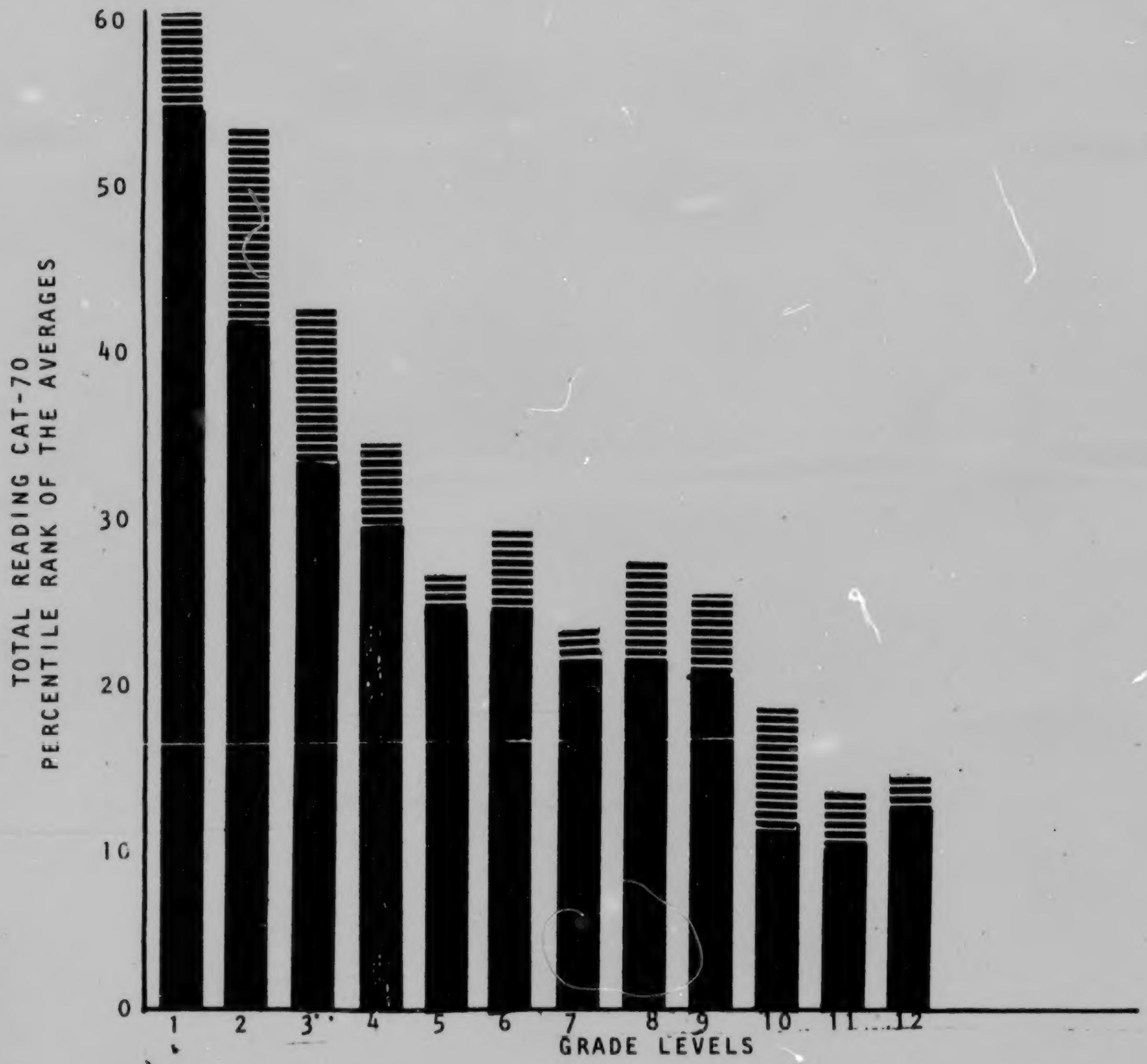
TABLE 3

THE PERCENTAGE OF PUPILS IN TITLE I SCHOOLS WHO SCORED BELOW THE 16TH NATIONAL PERCENTILE*

GRADE LEVEL	TOTAL READING		TOTAL MATHEMATICS	
	1974	1978	1974	1978
1	15	10	18	10
2	23	14	25	12
3	31	22	35	19
4	33	23	47	32
5	43	32	45	30
6	42	29	46	33
7	48	34	57	44
8	47	33	58	45
9	47	34		
10	62	46		
11	64	58		
12	60	55		
TOTAL	40	29	41	28

*NOTE: The percentage of pupils in Title I Schools who scored below the 16th national percentile, indicating low achievement, has been substantially reduced since 1974 in each grade level. Total Mathematics scores were not available in 1974 for grades 9-12 since the concepts and problem subtest were not administered until 1978.

TITLE I PROGRAMMATIC ACHIEVEMENT
READING ACHIEVEMENT 1974-1978
- CITYWIDE -



KEY 1974 ■

1978 ▤

Figure 1. The average percentile for each grade 1-12 increased from 1974 to 1978. This means that the average achievement for each grade level, as measured by CAT-70, has increased.

CITYWIDE TITLE I COMPARISON OF MATHEMATICS ACHIEVEMENT BETWEEN 1974 AND 1978

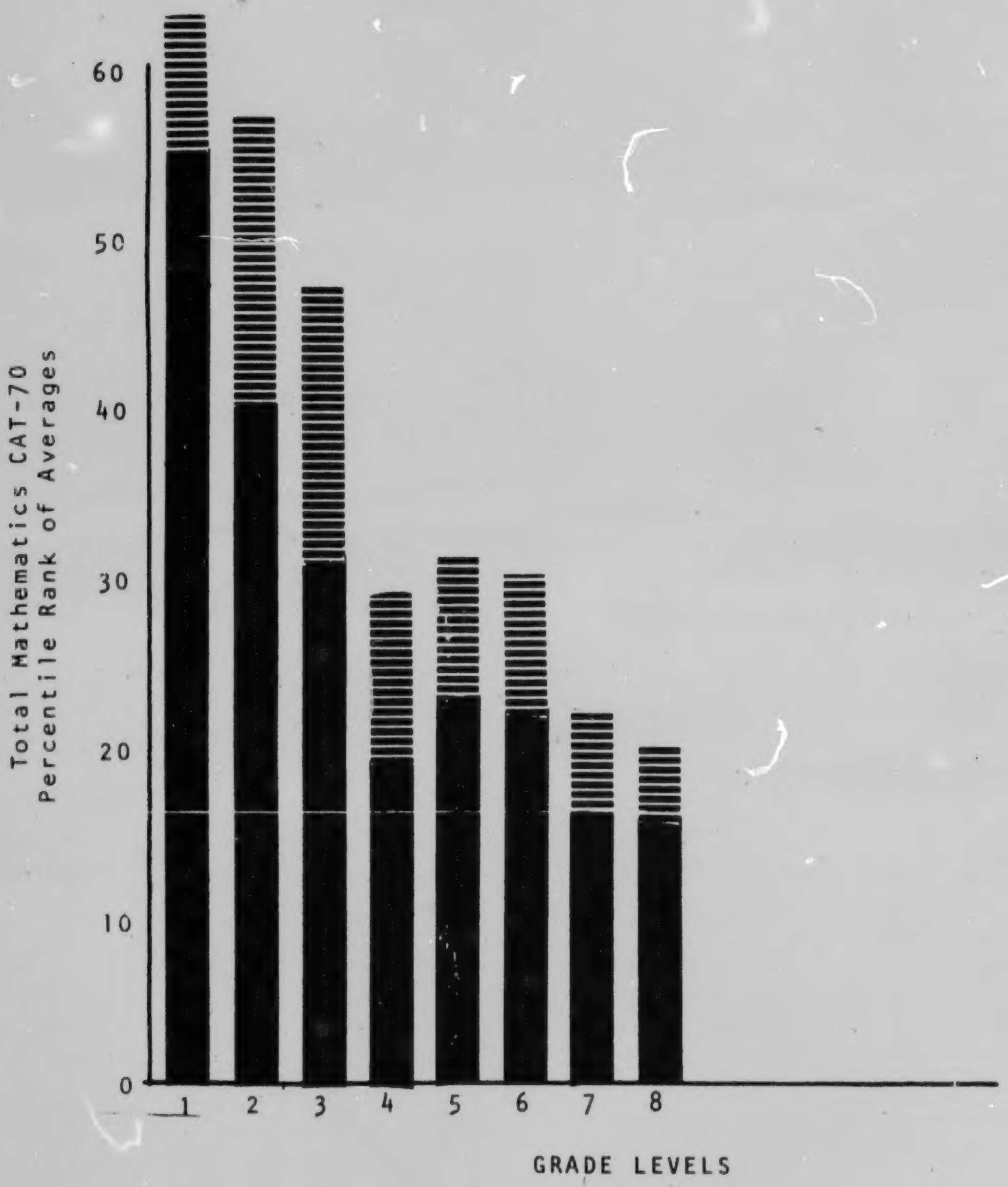


Figure 2. The average percentile for each grade 1-8 increased from 1974 to 1978. This means that the average achievement for each grade level, as measured by CAT-70, has increased.

ABSTRACTS OF PROJECT EVALUATIONS

AFFECTIVE EDUCATION

Abstract

ADMINISTRATOR: Norman Newberg
HEADQUARTERS: Room 323, 21st Street and Parkway
TELEPHONE: 299-7776
PBRS CODE: 811-04-611
OPERATING YEARS: 1968-1978
GRADES SERVED: K-12
NO. OF PUPILS: Public 41,650, Nonpublic 3,000
NO. OF SCHOOLS: Public 61, Nonpublic 4
NO. OF EMPLOYEES: Professional 9, Paraprofessional 0, Clerical 1
CURRENT BUDGET: $250,000
SERVICE PROVIDED: Project provides resource services to affective teachers and others serving Title I students, develops and disseminates affective curricula, implements a communications network for training in the teaching of basic skills, conducts intensive training for parents, and sponsors the training for and implementation of two schools for all ages.
EVALUATION TEAM: William E. Loue III, Judith Green, Lisbeth R. Sklar

OBSERVED ACTIVITIES

The Affective Education project (AEP) was fully implemented according to its intended mode of operation. Its services emanated from four branches: Communications Network, Parent Training, Contract Services, and the School for All Ages.

The Communications Network (CN) division worked with teachers, aides, administrators and parents to create the conditions in the classroom and in the home that allow children to develop histories of success in learning; positive associations with reading, writing, listening, and speaking; and thought patterns and habits that support reading achievement. During the current school year, this division conducted 72 hours of workshops for 63 teachers new to the program, 68 hours for 20 second-year participants, 36 hours for 30 aides, 9 hours for 12 administrators and 16 hours for more than 120 parents. Each month throughout the school year, the first- and second-year teachers' groups convened for one whole-day workshop and for one after-school meeting. Intensive classroom follow-up for all participants was an integral part of the training experience.

The Parent Training (PT) division conducted long-term intensive training for parents from a single school during a ten-week schedule of weekly sessions. A total of 167 parents from 6 schools participated in these experiences. In addition, short-term training for parents was also provided. A total of 900 parents from 45 schools participated in 1 to 7 sessions each. The topics covered in parent training sessions included active listening, conflict resolution, family scripting, "I"-message, communication skills, discipline versus punishment, creative play, and test-taking.

The Contract Services division sponsored general training and information sharing to assist educators in their efforts to improve students' motivation for learning and to facilitate students' acquisition of basic skills. Areas of emphasis during the current school year included classroom limits and boundaries, test-taking skills, expectations, cooperation versus competition, affective teaching techniques, and self-concept. The division conducted workshops for 2,100 teachers (1,000 attending more than one workshop), 100 classroom aides, 220 principals, 75 supervisors, and 60 counselors. Direct services were provided to 53 Title I schools. In addition, long-term services were provided at three schools where monthly sessions for the total of 51 teachers covered such topics as self-esteem, expectations, limits and boundaries, helping relationships, and shared responsibility. In addition, extended faculty meetings were offered to two schools for a total of 135 teachers. This service included two half-day faculty workshops and individual teacher follow-ups when requested.

The School for All Ages (SFAA) division sponsored one special school within the Philadelphia school system. The school promoted three goals: age integration, development of cooperative learning settings, and appropriate uses of the cooperative, competitive, individualistic, and dependent styles of learning. This division conducted staff development for the faculty of the school and for teachers working on the same goals in other Philadelphia schools. The 17 teachers were provided with five, 3-hour training sessions dealing with topics such as adult learners, cooperative learning structures, and mastery learning. A group of 6 of these teachers met monthly for 2 hours for additional study in mastery learning. In addition, the school staff attended a total of about 20 hours of training sessions specifically aimed at problem-solving regarding implementation of the goals within the school.

The December, 1977 validation of the School for All Ages by the Pennsylvania Diffusion Panel led to a developer/demonstrator grant permitting dissemination of the Adult Program to three Philadelphia secondary schools. A group of 25 people (including teachers, administrators, community people, and students, from these secondary schools) received a 20 hour training sequence. All three schools are planning programs for adult students in the 1978-1979 school year.

ATTAINMENT OF OBJECTIVES

Objective 1: During the 1977-1978 school year, students participating in AEP programs will improve their reading comprehension skills as evidenced by a significantly ($p<.10$*) greater number of students demonstrating mastery on the School District of Philadelphia's Criterion-Referenced Tests of comprehension skills between Fall and Spring administrations of the test series.*

Attainment of this objective could not be determined because the Philadelphia Criterion-Referenced Tests of reading comprehension skills were judged to be inappropriate measures of project effectiveness. The project staff selected the Informal Reading Inventory and the Phonics Inventory as supplemental measures of reading skill development. These measures were administered as pretests (Fall) and posttests (Spring). The resulting data are available for review.

Objective 2: During the 1977-1978 school year, students participating in AEP programs will show significantly ($p<.10$) greater persistence on a reading task (sustained silent reading) between Fall and Spring administrations of the Reading Persistence Summary.

This objective was attained. Reading-persistence scores indicate the percentage of time during which students persist (maintain eye contact) in reading during a sustained silent reading period. The mean Fall pretest score was 54.1 and the mean Spring posttest score was 71.0. The positive difference of 16.9 was significant beyond the .10 level.

Objective 3: During the 1977-1978 school year, students participating in AEP classrooms will rate their teachers significantly higher ($p<.10$) on the behaviors of (a) communicating the expectation that all students can master the material, (b) specifying learning competencies, (c) providing learning alternatives, or (d) grading by an objective criterion as evidenced by pre and post administrations of the AEP Teaching Practices Questionnaire.

Attainment of this objective could not be determined because (1) pretest results were of a sufficient magnitude to preclude the possibility of a significant positive change in scores between pretest and posttest, (2) one of the six participating teachers was able to complete all phases of a unit of study employing mastery techniques, (3) two of these teachers were able to administer the posttest while the remaining teachers did not notify the evaluation team in sufficient time to permit posttesting.

It should be emphasized, however, that the exploration and implementation by this group of teachers in such an experimental effort was both extensive and intensive. Their learnings should provide invaluable baseline data for the project's second year of work in the area of mastery learning. Mastery learning is an educational philosophy and methodology first articulated by Benjamin Bloom which holds that the educational bell-shaped curve is obsolete, i.e., given sufficient time and a variety of teaching styles, 95% of all students can learn standard school curriculum to a level of excellence.

Objective 4: During the 1977-1978 school year, the Affective Education Training Program will provide intensive long-term training experiences for at least 75 parents from five schools with the following expected outcomes: (1) at least 60% of these parents will attend at least 80% of the regularly scheduled training sessions, and (2) at least 50% of these parents will complete at least ten suggested activities with their children during the final six weeks of their training experiences as recorded on the AEP Parent-Child Activity Log.

This objective was partially attained. A total of 167 parents from six school communities participated in long-term training experiences. These experiences included at least one 2-hour session for each of at least ten weeks.

A total of 33 (20%) parents attended at least 80% of these regularly scheduled training sessions. Of these 33 parents, 25 (76%) reported completing at least ten suggested activities with their children during the final six weeks of their training experiences. These activities included special trips, reading to each other, family rituals, social-skills activities, and table-talk activities. In all, 44 parents reported completing at least ten of these activities. Moreover, the toal group of 167 parents reported completing a total of 906 activities. It should be noted that nearly half (432) of these 906 activities were completed by those parents (33) attending at least 80% of the training sessions. This suggests that regular attendance at training sessions is an indicator of project impact in the homes of the participants.

IMPACT

The project was fully implemented according to its intended mode of operation. The four branches of the project, Communications Network, Parent Training, Contract Services, and the School for All Ages provided extensive training throughout the school year for School District personnel and parents.

Two of this year's objectives were attained or partially attained. The attainment of two additional objectives could not be determined because of inappropriate test selection or because of inadequate posttesting.

It was found that students participating in AEP programs persisted during sustained silent reading periods for a significantly greater proportion of time from the beginning to end of the current school year. In addition, expected numbers of parents received intensive long-term training and reported having completed at home an expected number of special activities with their children. Although students in the Mastery Learning group were not able to be tested, their teachers explored the concepts of mastery learning and attempted, in the late Spring, to complete a single unit of study using the mastery approach. Their experiences and learnings should provide important data for the project's second-year plans dealing with mastery learning.

Finally, the School for All Ages was granted by the State a developer/demonstrator grant permitting dissemination of the Adult Program to three Philadelphia secondary schools. All of these schools are planning programs for adult students in the 1978-1979 school year.

BENCHMARK
Abstract

ADMINISTRATOR:	Edmund J. Forte
HEADQUARTERS:	Room 118, 21st Street and Parkway
TELEPHONE:	299-7819
PBRS CODE:	811-02-507
OPERATING YEARS:	1974-1978
GRADES SERVED:	4-6
NO. OF PUPILS:	1,240
NO. OF SCHOOLS:	31
NO. OF EMPLOYEES:	Professional 35, Paraprofessional 62, Clerical 2
CURRENT BUDGET:	$1,450,100
SERVICE PROVIDED:	Teachers assisted by aides provide intensive instruction in the basic skills (with emphasis on reading and mathematics) to reduced-size self-contained classes.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters

OBSERVED ACTIVITIES

The Benchmark Project faced many changes this year including the implementation of a new mode of operation to meet new standards suggested by the State Title I regulatory agency. Principals and teachers were made aware of these required changes in September. By late October, most schools had made the necessary changes in their schedules.

The major difference between implementation this year and prior years was that children were to be shared by each of the two teachers for similar time segments each day. The teacher on the operating budget was assigned the task of teaching the required school curriculum. The teacher on the Title I budget was to review and remediate needed skills in reading and mathematics. Teachers were initially unreceptive to the changes required, but by March they were even firmer in their negative opinion. They felt that the new model caused more movement upsetting the children and resulted in less instructional time. Teachers also reported loss of belongingness by the children and a loss of ownership (the 'my class' feeling).

The evaluation team made 13 classroom observations at ten participating schools. Observations and interviews were also conducted at several of the staff development sessions which were provided by the project. Classroom observations indicated that most teachers and aides conducted their classes as required. Lessons were well prepared and children were involved with tasks during the observations.

Because of personnel changes and procedures, more than 80% of the aides serving the project this year were new and had to be trained by the teachers in the use of materials as well as in small group instructional techniques.

The staff development program was conducted as planned. Sessions were led by the three field coordinators who followed up by visiting teachers in their schools and assisting in areas of need. One of the coordinators was out on sabbatical for a half year and was replaced by an experienced Benchmark teacher.

ATTAINMENT OF OBJECTIVES

Objective 1: By the end ot the school year, 50% of the pupils with 80% attendance will achieve 90% mastery of the word-recognition skills as measured by the Sight and Sound Inventories A and B.

This objective was attained. A multiple-choice machine-scorable phonics test was used to measure the attainment of this objective. Based upon the pupils with 80% attendance, 52% gained 90% mastery of the phonics items tested; 31% of the pupils scored between 75% and 89% correct; and 17% scored below 75% correct. These results are similar to those attained during the previous school year.

Objective 2: By the end of the school year, 79% of the pupils with 80% attendance will gain the reading skills of one book level as measured by teacher scoring of a Standardized Individual Reading Inventory.

This objective was fully attained. During early May, Benchmark children were tested individually using the Standardized Reading Inventory. Of the total group of pupils with 80% attendance, 78.7% attained one or more instructional book levels.

Objective 3: By the end of the school year, 60% of the pupils with 80% attendance will gain one level as measured by the Philadelphia Mathematics Evaluation Tests.

This objective was attained. Gain scores, determined after pretest and post-test administrations of the Philadelphia Mathematics Evaluation Tests, indicated that 84.8% of the pupils gained one or more mathematics levels. Thirty-two percent attained two levels and 13% gained three or more mathematics levels.

IMPACT

The impact of this year's program holds special interest since the format of the program offered this year was quite different from previous years. Each of the program's objectives was achieved although below last year's achievement levels. Observations and teacher interviews indicated that participating pupils did not prefer and were agitated by being shifted from teacher to teacher. Teachers preferred sole responsibility for the instruction, behavior, and work required of their children.

Teachers resented the time wasted, coordination, and other problems created by sharing the instructional responsibility for each of the two groups served. In spite of teacher turnover, program changes, training new aides, and a severe winter, the program has continued to provide the service needed by participating children.

BILINGUAL EDUCATION

Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Fifth and Luzerne Streets
TELEPHONE:	228-3105
PBRS CODE:	811-06-538
OPERATING YEARS:	1972-1978
GRADES SERVED:	Pk-12
NO. OF PUPILS:	Nonpublic 900
NO. OF SCHOOLS:	Nonpublic 11
NO. OF EMPLOYEES:	Professional 15, Paraprofessional 12, Clerical 1
CURRENT BUDGET:	$482,600
SERVICE PROVIDED:	Instruction in English language and/or basic skills is provided, in three different settings, for children of limited English speaking abilities.
EVALUATION TEAM:	Marion Kaplan, Janice Atkins

OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented.

Fifty-four pupils (grades 4-8) with limited English-speaking ability attended the Cariño Center. They received daily instruction in mathematics, social studies, reading, language arts, ESOL, and Spanish. In order to meet specific skill needs, pupils were individually rostered into small, homogeneously-grouped classes. The language of instruction (English and/or Spanish) also varied according to pupils' needs.

Full-time auxiliary teachers were assigned to five participating schools. All of these teachers provided instruction to groups of two to eight pupils for 30 minutes to one hour daily. Subjects taught and grades served varied according to the needs of the individual schools.

English-as-a-Second-Language-Readiness centers were located in six schools. Each was staffed by a teacher and one or two bilingual aides. Four-and-five-year-old children attended the centers for approximately 3 hours each day. The instructional programs stressed development of pupils' English-language skills. Pupils also received training in perceptual, motor, mathematics-readiness, and reading-readiness skills. Teachers used both English and Spanish as the instructional language, but by March, they were using English almost exclusively.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating kindergarten pupils will improve their English language skills to the extent that, between the September and May administrations of the James Language Dominance Test, 75% of the pupils classified as Spanish Dominant will advance to another category (indicating a greater degree of bilingualism), and the mean score for all pupils on the English subtest will increase significantly ($p<.05$).

This objective was attained. The James Language Dominance Test was administered to 160 pupils in September and again in May. A significant difference ($t=21.34$, $p<.01$) was found between the pretest mean score (28.7) and the posttest mean score (37.16) on the 40 item English subtest. Of the 77 pupils classified in category 1 (Spanish dominant) on the pretest, 65 (84%) advanced to categories 3, 4, or 5 on the posttest.

Objective 2: Participating kindergarten pupils will develop their reading readiness skills to the extent that, in May, they obtain a mean raw score of 18 on Part 3 (Letters and Sounds) and on Part 4 (Aural Comprehension) of the Stanford Early School Achievement Test (SESAT).

This objective was partially attained. The criterion was exceeded for the Letters and Sounds subtest, but it was not met for the Aural Comprehension section.

Both subtests were administered to 201 pupils in May. On the Letters and Sounds subtest, their mean score was 20.26, more than the expected score of 18. On the Aural Comprehension subtest, the mean score attained by project pupils was 17.25, less than one point below the expected mean of 18.

Objective 3: Participating pupils in Grades 1-8 will increase their instructional reading level to the extent that, between September pretest and May posttest, 75% of them will gain at least one book level, as measured by a group informal reading inventory (Carino Center component) or a basal reading series mastery test (Auxiliary Teacher component).

This objective was attained. Between the September and May administrations of a group informal reading inventory, 88% of the 58 Cariño Center pupils advanced one or more instructional book levels; their median gain was 2 book levels.

For the 52 pupils receiving remedial language skills instruction from the Bilingual Education auxiliary teachers, results of basal reader series mastery tests indicated that 96% of the pupils mastered at least one book level. The median gain for this group also was 2 book levels.

Objective 4: Project pupils will develop their mathematics skills to the extent that, in May, 50% of the kindergarten pupils will attain GE scores of at least 0.8; and, between September pretest and May posttest, 60% of the pupils in Grades 1-8 will make a month-for-month gain in GE score, as measured by the KeyMath Diagnostic Arithmetic Test.

This objective was partially attained. The expected proportion of kindergarten pupils achieved the criterion score, but pupils in Grades 1-8 did not achieve the expected gains.

Of the 96 elementary-grade pupils, only 41 (43%) gained at least the expected 0.8 points in GE score between the September and May administrations of the KeyMath Diagnostic Arithmetic Test.

Of the 197 kindergarten pupils tested in May, 53% attained or exceeded the criterion score (0.8).

IMPACT

The project was fully implemented. Six ESL-R centers provided instruction in English-language and readiness skills. The Cariño Center offered full-day instruction for pupils with limited English-speaking ability. In five schools auxiliary teachers provided remedial help to pupils of Spanish origin.

Two project objectives were attained and two were paritally attained. The ESL-R component was especially successful in having Spanish-dominant pupils (Category 1 on the James Language Dominance Test) increase their facility with English. This component also experienced success in having its pupils attain anticipated levels of mathematics achievement and letter/sound recognition. It was somewhat less successful in the area of aural comprehension. The pupils' mean score on this subtest was less than one point below the criterion.

The Cariño Center and Auxiliary Teacher component pupils exceeded expected gains in reading. They did not achieve anticipated gains in mathematics.

BRIDGE

Abstract

ADMINISTRATOR: Leontine D. Scott
HEADQUARTERS: Room 510, 21st Street and Parkway
TELEPHONE: 299-7659
PBRS CODE: 811-02-585
OPERATING YEARS: 1977-1978
GRADES SERVED: 2-4
NO. OF PUPILS: 2,787
NO. OF SCHOOLS: 18
NO. OF EMPLOYEES: Professional 2, Paraprofessional 91, Clerical 1
CURRENT BUDGET: $1,429,300
SERVICE PROVIDED: This is a basic skills project which provides services designed to improve cognitive performance.
EVALUATION TEAM: Thomas McNamara, Herman Carter, John McKinney

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OBSERVED ACTIVITIES

This new program was well underway by the end of the school year, but implementation as intended was partially attained overall. There were unavoidable delays in having special resource personnel assigned to the program as well as in the assignment of aides, but the program has continued to build toward good implementation since the initial staff-orientation sessions were concluded in November.

Principals are generally very supportive of the program. Though there are still some problems with the utilization of aides, there has been much progress in this area and with the arrival of special materials and consistent staff development, grouping for individualized instruction, and learning centers, key characteristics of the program, are gradually being introduced. An as yet unresolved issue is the recommended move toward more homogeneous grouping of Title I children to facilitate consistent planning and use of the aides; there is some resistance to this approach in one or the other school. The schools utilize regular School District medical and dental services and have recently contracted for special psychological services as well as supplementary medical and dental support.

ATTAINMENT OF OBJECTIVES

Objective 1: In at least half of the program schools there will be a smaller percentage of second grade pupils scoring below the 50th percentile in Total Reading and Total Mathematics on the California Achievement Test (CAT) administered in February, 1978 than was the case for the total second grade group in these same schools in February, 1977.

This objective was partially attained. Nine of the 18 schools would have to meet the criterion in each of the two areas for complete attainment. While only 7 schools had lower percentages in reading, 13 met the criterion in mathematics, thus providing partial attainment.

Objective 2: In at least half of the program schools, third grade pupils in Total Reading and Total Mathematics on the CAT administered in February, 1978 will have a smaller percentage scoring below the 50th percentile than the total third grade group in these same schools in February, 1977.

This objective was not attained. Nine schools in each area would have to meet the criterion for attainment; only 8 schools showed lower percentages in reading and only 6 in mathematics.

Objective 3: In at least half of the program schools there will be at least one hour of parent volunteer time monthly to match the number of children in the program in these schools.

This objective was not attained. Only 3 schools met the criterion, whereas 9 would have to meet it for complete attainment.

IMPACT

This is a new program in Grades 2-4 which focuses on development of concept-learning and higher order skills through selective introduction of the most effective techniques found in Follow Through. There were unavoidable delays ingetting the program underway and implementation as intended was at best partially attained.

Only one of the three objectives was partially attained; there was a smaller percentage of second grade pupils scoring below the 50th percentile this year than previously in more than the required number of schools in mathematics, but not in reading. A similar objective for third grade was not attained, nor was an objective regarding parent volunteer hours.

This first year of operation had substantial implementation problems, especially those related to the late assignment of personnel and the utilization of aides. These appear to be plausible explanations for the lack of attainment in two of the three objectives.

COMPREHENSIVE MATHEMATICS "A":
ELEMENTARY MATHEMATICS RESOURCE TEACHER
Abstract

ADMINISTRATOR:	Alexander Tobin
HEADQUARTERS:	Room 310, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	811-02-523
OPERATING YEARS:	1972-1978
GRADES SERVED:	1-8
NO. OF PUPILS:	45,775
NO. OF SCHOOLS:	109
NO. OF EMPLOYEES:	Professional 111, Paraprofessional 38, Clerical 2
CURRENT BUDGET:	$2,968,500
SERVICE PROVIDED:	The mathematics resource teacher gives remedial instruction to groups of selected pupils seriously deficient in mathematics skills, and direction and training to mathematics teachers to implement the school's program and improve teaching skills.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. The Division of Mathematics Education provided 14 hours of staff development to Elementary Mathematics Resource Teachers (EMRTs) at district locations and the Durham Center, and 12 hours of staff development to the Elementary Mathematics Classroom Aides at the Stevens School. The EMRTs learned about affective teaching techniques, the calculator, and motivational activities for computational skill development from the staffs of the Division of Mathematics Education, Affective Education, and Durham Center. A workshop at the Durham Center provided EMRTs with the opportunity to make instructional materials. The aides learned about the calculator, and techniques and activities for computational skill development from district collaborators and a mathematics supervisor.

Project records indicated that 110 EMRTs provided remediation service to approximately 8,100 Title-I-eligible pupils in Grades 1-8. They also served approximately 2,800 pupils through demonstration lessons, and individual assistance or small-group instruction in the classroom during mathematics lessons. In 38 of the 109 schools, Elementary Mathematics Classroom Aides worked with Title-I-eligible pupils under the direction of an EMRT or a classroom teacher. The aides also assisted the EMRTs and teachers with their non-instructional tasks allowing them more time to work directly with pupils.

Interviews with 21 EMRTs indicated that each pupil selected for remediation received at least 90 minutes of instruction each week. Because of scheduling problems and individual school needs, remediation time for a pupil ranged from

1 1/2 to 3 3/4 hours each week. EMRTs met with pupils for 45 minutes two to five times a week, 30 minutes three times a week, or combinations of 30- and 45-minute sessions. Remediation was provided during class periods other than those for mathematics, English, or reading.

Observations during remediation lessons showed that EMRTs emphasized basic skill development and the Philadelphia Mathematics Evaluation Test (Levels) program. Selection and grouping of pupils for remediation was generally based on grade, Levels test results, and availability of time in pupils' schedules. Attendance at these sessions averaged 82%. Instruction generally focused on drill and reinforcement of number facts through the use of such materials as games, learning kits, worksheets, workbooks, hands-on activities, paper-and-pencil activities, filmstrips, and listening activities. In 16 of the 21 classes observed, the EMRTs instructed all pupils in the same activity. Group or individualized instruction was observed in the remaining five classes.

EMRTs reported that they had provided staff development in their schools through demonstration lessons, assistance in the classrooms, presentations at faculty meetings, conferences with principals, parents, and teachers, and workshops for teachers and parents. They also monitored the Levels progress of their remediation pupils and other Title-I-eligible pupils in their schools.

The evaluator interviewed and observed 14 of the 38 Elementary Mathematics Classroom Aides working under the supervision of an EMRT or classroom teacher. Of the 14 aides, 13 reported spending at least 75% of their time (15 hours/week) working with individuals or small groups of pupils. Aides were observed assisting pupils with topics such as number facts, rounding off of numbers, number sequence, and long division. They were also observed marking papers, preparing instructional materials, and performing housekeeping tasks.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils in Grades 2-8 will improve their mathematics skills to the extent that they will demonstrate on the numeration, whole numbers, and fractional numbers sections of the Philadelphia Mathematics Evaluation Test an average gain of two instructional levels during the 10-month school year.

The objective was fully attained. Pupils selected by the EMRTs for remediation were administered the numeration, whole numbers, and fractional numbers sections of the Philadelphia Mathematics Evaluation Test (Levels) in October 1977 and April 1978.

The records of 8,125 participating pupils in Grades 1-8 were examined. Data from 2,317 pupils could not be utilized because of transfers to other schools or missing test results. The 5,808 pupils for whom attendance and test results were available demonstrated a mean gain of 1.6 instructional levels during the

6-month period between pretest and posttest. The projected gain for a 10-month school year was 2.7 instructional levels. The expected gain was greatly exceeded. Pupil achievement did not vary greatly among the grade levels.

Pupil achievement was related to attendance at remediation sessions. The 4,839 pupils who attended at least 75% of their remediation sessions demonstrated a mean gain of 1.6 instructional levels in six months. The 969 pupils who attended less than 75% of their remediation sessions demonstrated a mean gain of 1.3 instructional levels in the same period.

Objective 2: Participating pupils in Grades 2-8 will improve their mathematics skills to the extent that between February 1977 and February 1978, the percentage of pupils obtaining Total Mathematics scores below the 16th percentile on the California Achievement Tests will be significantly ($p<.05$) reduced.

The objective was fully attained. The Mathematics subtest of the California Achievement Tests (CAT) was administered to pupils in February 1978.

The records of 5,808 pupils in Grades 1-8 selected to determine the attainment of Objective 1 were also analyzed for this objective. On the 1977 Mathematics subtest, 4,830 of these pupils had scored below the 16th percentile and 978 pupils had scored between the 16th and 49th percentiles. The records of an additional 1,583 pupils who had not been invited to remediation sessions but who had scored below the 16th percentile in 1977 were also analyzed.

On the 1978 CAT, 40% of the 4,830 pupils who had scored below the 16th percentile in 1977 and who had received remediation scored at or above the 16th percentile. Pupil achievement was related to attendance at remediation sessions. Of the 4,009 pupils who attended at least 75% of their remediation sessions, 1,668 scored at or above the 16th percentile. This reduced by 42% the number of pupils scoring below the 16th percentile. Among the 821 pupils who attended less than 75% of their remediation sessions, 33% scored at or above the 16th percentile. Among the 1,583 pupils who had not been selected for remediation sessions, 31% achieved or exceeded the same criterion.

For all three groups, the percentage of pupils scoring below the 16th percentile was significantly ($p<.05$) reduced. In each of the groups, the largest percentage of reduction in number of pupils scoring below the 16th percentile was demonstrated by the second graders.

Among the 978 pupils who had scored between the 16th and 49th percentiles in 1977 and who had received remediation service, 58% maintained or exceeded their percentile ranks on the 1978 CAT. Among the 830 pupils who attended at least 75% of their remediation sessions, 59% maintained or exceeded their 1977 percentile ranks. Among the 148 pupils who attended less than 75% of their remediation sessions, 54% maintained or exceeded their previous ranks.

In addition to the effect of regular attendance, the frequency of remediation sessions also appeared to be related to pupil achievement. Length of remediation sessions did not have the same impact. Among the pupils who attended regularly, those who were invited to three remediation sessions a week made more progress than pupils who received remediation twice a week.

Objective 3: The Elementary Mathematics Classroom Aides will assist the Elementary Mathematics Resource Teachers by working at least 75% of the time with individuals or small groups of pupils in the Mathematics Center or the classroom during a mathematics lesson and not more than 25% of the time performing clerical work, performing housekeeping tasks, and/or preparing and maintaining instructional materials. These activities will be verified by the evaluator's examination of the aides' Weekly Summary of Activities Log and observations made with the Observational Checklist.

The objective was fully attained. Using the Observational Checklist, the evaluator interviewed and observed 14 of the 38 aides. Of these aides, 11 were observed working with individuals or small groups of pupils. Some aides assisted pupils with the EMRT, and some worked with their own groups of pupils under the direction of the EMRT or classroom teacher. Aides were also observed performing clerical work, performing housekeeping tasks, and preparing and maintaining instructional materials.

The aides maintained a Weekly Summary of Activities Log for one-week periods in October, January, and April. Examiniation of the logs indicated that aides had used their time as specified in the objective. Aides reported using an average of 80% of their time working with individuals or small groups of pupils and an average of 14% of the time performing clerical work, doing housekeeping tasks, preparing and maintaining instructional materials, and planning activities with teachers. The remaining 6% of the time was spent on other activities.

IMPACT

Comprehensive Mathematics "A" was fully implemented as planned. The EMRTs provided remediation service to selected Title-I-eligible pupils and gave staff and curriculum development to the regular teachers of these pupils. The Elementary Mathematics Classroom aides used an average of 80% of their time to work with Title-I-eligible pupils under the direction of an EMRT or a classroom teacher. In addition, aides used an average of 14% of their time to assist EMRTs and teachers with clerical work, housekeeping tasks, preparation of instructional materials, and planning activities for pupils. The remainig 6% of their 15-hour week was spent on other activities.

Attendance at remediation sessions had a positive impact on pupil achievement. On the numeration, whole numbers, and fractional numbers sections of the Philadelphia Mathematics Evaluation Test, pupils who attended at least 75% of their remediation sessions demonstrated a mean gain of 1.6 instructional levels in six months. Pupils who attended less regularly demonstrated a lower mean gain.

On the Mathematics subtest of the California Achievement Test, both pupils who had scored below the 16th percentile and those who had scored between the 16th and 49th percentiles made significant progress. Among pupils who had scored below the 16th percentile in 1977, those who attended regularly demonstrated a 42% reduction in the number who scored below the 16th percentile. Among pupils who attended less regularly, a 33% reduction was demonstrated. A 31% reduction was achieved by pupils not invited to remediation sessions.

Among pupils who had scored above the 16th percentile in 1977, 59% of those who attended regularly were able to maintain or exceed their 1977 percentile ranks. Among those who attended less regularly, 54% were able to also maintain or exceed their 1977 ranks.

COMPREHENSIVE MATHEMATICS "B": JUNIOR HIGH/MIDDLE SCHOOL MATHEMATICS SPECIALIST

Abstract

ADMINISTRATOR:	Alexander Tobin
HEADQUARTERS:	Room 310, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	711-03-523
OPERATING YEARS:	1975-1978
GRADES SERVED:	7-9
NO. OF PUPILS:	13,500
NO. OF SCHOOLS:	23
NO. OF EMPLOYEES:	Professional 24, Paraprofessional 0, Clerical 1
CURRENT BUDGET:	$602,600
SERVICE PROVIDED:	A mathematics specialist provides staff development to teachers, remediation to eligible pupils, and leadership in implementing the school's mathematics program.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. The Division of Mathematics Education provided during the teaching day 14 hours of staff development to the mathematics specialists at the Durham Center and at selected project schools. The project director, the staff of the Durham Center, and the specialists shared and discussed teaching techniques and activities for classroom use. Topics included metric measurement, the calculator, chip trading and fractions, low-stress algorithms for addition, subtraction, and multiplication, and motivational activities for computational skill development. A workshop at the Durham Center provided the specialists with an opportunity to make games and other instructional materials.

Examination of the weekly schedules of 20 of the 23 mathematics specialists showed that they had allotted 16 periods (57%) of their time for remediation, 8-9 periods (29-32%) for staff development, and 3-4 periods (11-14%) for diagnosing problems and prescribing programs of instruction. At the beginning of the school year, each specialist selected 107-120 pupils in Grades 7-9 for remediation service. All 23 specialists provided remediation for two periods each week. All pupils selected for remediation were also eligible for Title I reading classes. In four schools, students were released from classes other than mathematics or reading for remediation service. In 19 schools, pupils were released from two of their five Title I reading classes for mathematics remediation.

Twelve of the 23 specialists were interviewed and observed teaching a remediation lesson. The specialists reported that they had helped additional Title-I-eligible pupils by providing individual assistance or group instruction in the regular classroom during mathematics lessons. The specialists provided staff development to their schools through presentations at departmental meetings, demonstration lessons, and conferences with principals, teachers, and parents. They also shared materials and ideas with teachers and provided workshops for teachers, parents, and aides. In addition, the specialists helped teachers implement the Levels program, and provided additional support to new or substitute teachers.

Observations during remediation sessions showed that the specialists emphasized basic skills development. Selection and grouping of pupils for remediation were generally based on grade and availability of time in the pupils' schedules. Pupil attendance at remediation sessions averaged 68%. Instruction focused on work with number facts and computational skill development through the use of games, workbooks, worksheets, paper-and-pencil activities, hands-on materials, and listening activities. In 9 of the 12 classes observed, the specialists instructed all pupils in the same activity. Instruction was individualized in the remaining three classes.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils in Grades 7-9 who attended at least 75% of their regular mathematics classes and at least 75% of their remediation sessions will improve their mathematics skills to the extent that between February 1977 and February 1978, the percentage of pupils scoring below the 16th percentile on the Mathematics Computation section of the California Achievement Test will be significantly ($p<.05$) reduced.

The objective was fully attained. The Mathematics Computation section of the California Achievement Tests (CAT) was administered to pupils in Title I schools in February 1978.

The records of 2,730 pupils in Grades 7-9 were examined. Data from 807 pupils could not be utilized because of transfers, drop outs, or missing test results. The records of 1,923 pupils were used to determine pupil achievement between February 1977 and February 1978. Remediation service had been provided to 1,575 pupils who had scored below the 16th percentile and 348 pupils who had scored between the 16th and 25th percentiles in 1977. (The achievement of this latter group will be discussed in Objective 2.)

Among the 952 pupils who attended at least 75% of their remediation sessions and 75% of their mathematics classes, 38% scored at or above the 16th percentile in 1978. This change in percentage was a significant ($p<.05$) reduction in number of pupils scoring below the 16th percentile in 1977. Pupil achievement was related to attendance at remediation sessions and regular mathematics classes.

Achievement was less for the remaining groups of pupils. Among the 50 pupils who attended at least 75% of their remediation sessions but less than 75% of their regular mathematics classes, 28% scored at or above the 16th percentile. Among the 317 pupils who attended less than 75% of their remediation sessions but at least 75% of their regular mathematics classes, the reduction in number of pupils scoring below the 16th percentile was 26%. Among the 256 pupils who attended neither remediation sessions nor their mathematics classes regularly, the reduction was 21%.

Objective 2: Participating pupils in Grades 7-9 who attended at least 75% of their regular mathematics classes and at least 75% of their remediation sessions will improve their mathematics skills. Between February 1977 and February 1978, 10% of the pupils who scored between the 16th and 25th percentiles on the Mathematics Computation section of the California Achievement Test will maintain or increase their 1977 percentile ranks.

The objective was fully attained. The records of 348 pupils in Grades 7-9 who had scored betweeen the 16th and 25th percentiles on the Mathematics Computation section of the CAT in 1977 were analyzed.

Among the 232 pupils who attended at least 75% of their remediation sessions and 75% of their mathematics classes, 54% maintained or exceeded their 1977 percentile ranks. The expected percentage of 10% was greatly exceeded. Regular attendance at remediation sessions and mathematics classes had a positive impact on pupil achievement.

Although achievement was less for the remaining groups of pupils, all groups showed significant progress. Of the 61 pupils who attended less than 75% of their remediation sessions but at least 75% of their regular mathematics classes, 49% maintained or exceeded their 1977 percentile ranks. Four (36%) of the 11 pupils who attended at least 75% of their remediation sessions but less than 75% of their regular mathematics classes continued their 1977 progress. Of the 44 pupils who attended neither remediation sessions nor mathematics classes regularly, 30% of the pupils maintained or exceeded their 1977 percentile ranks.

IMPACT

Comprehensive Mathematics "B" was fully implemented as planned. The mathematics specialists provided remediation sessions to selected Title-I-eligible pupils, staff and curriculum development to the regular mathematics teachers of these pupils, and diagnoses and programs of instruction for pupils.

Regular attendance at remediation sessions and mathematics classes had a positive impact on the achievement of pupils on the Mathematics Computation section of the CAT. Among the regular attenders, the number of pupils scoring below the the 16th percentile in 1977 was reduced by 38% in 1978. Among the pupils who had scored between the 16th and 25th percentiles in 1977, 54% maintained or exceeded their previous percentile ranks.

COMPREHENSIVE MATHEMATICS "C": SENIOR HIGH SCHOOL MATHEMATICS SPECIALISTS AND SKILL CENTERS

Abstract

ADMINISTRATOR: Alexander Tobin
HEADQUARTERS: Room 310, 21st Street and Parkway
TELEPHONE: 299-7811
PBRS CODE: 811-04-523
OPERATING YEARS: 1975-1978
GRADES SERVED: 10-12
NO. OF PUPILS: 7,980
NO. OF SCHOOLS: 11
NO. OF EMPLOYEES: Professional 22, Paraprofessional 11, Clerical 0
CURRENT BUDGET: $660,300
SERVICE PROVIDED: Specialists: Mathematics specialists provide remediation to eligible pupils enrolled in 10th-grade mathematics classes and staff development to their mathematics teachers.
Skill Centers: In skill centers, teachers and aides provide remediation in basic mathematics skills to eligible pupils who have completed the 10th-grade mathematics program.
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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OBSERVED ACTIVITIES

Both components of the Senior High School Mathematics project were fully implemented according to their planned modes of operation. The Division of Mathematics Education provided 18 hours of staff development to the mathematics specialists, skill center teachers, and skill center aides. At these sessions, teaching techniques and activities for classroom use were shared by the project director, the staff of the Durham Center, and the specialists. Topics included metric measurement, the calculator, chip trading and fractions, low-stress algorithms for addition, subtraction, and multiplication, games, and the use of the "Mathematics for Today" workbook. A workshop at the Durham Center provided the specialists, teachers, and aides with an opportunity to make games and other instructional materials.

Specialists

Examination of the weekly schedules of all 11 mathematics specialists, submitted in October, showed that they had allotted 15-16 periods for remediation, 6-9 periods for staff development or assistance in classrooms, and 2-4 periods for monitoring pupil progress and providing diagnoses. At the beginning of the school year, the number of pupils in Grades 10-12 selected for remediation ranged from 102 to 120 pupils.

Interviews with specialists and observations of remediation sessions during the school year indicated that the specialists provided their services to meet the unique demands of their schools. All pupils were selected for remediation from those rostered to Title I reading classes. In eight of the 11 schools, eight groups of pupils were offered remediation twice a week. In one school, pupils were separated into two groups of five classes which met three times a week for four-week periods. In another school, groups of students with the same skill deficiencies met three times a week for approximately three weeks. In the last school, eight classes were separated into three groups. Two groups consisted of three classes and one group consisted of two classes. Classes met daily for six-week periods.

Specialists also served other Title-I-eligible pupils with individual assistance or small-group instruction in the classroom during mathematics lessons. Specialists provided staff development to their schools through demonstration lessons, presentations at departmental meetings, and conferences with their principals, teachers and parents. They also shared ideas and techniques with teachers of Title I pupils, assisted new or substitute teachers, and assisted in the use of "Mathematics for Today" workbook.

Observations during remediation lessons showed that the specialists emphasized computational skill development. In seven of the 11 schools observed, individualized instruction was provided through the use of learning kits, worksheets, paper-and-pencil activities, games, hands-on activities, and cassettes. In four schools, specialists instructed pupils on common areas of weaknesses. Pupil attendance at remediation sessions averaged 46%.

Twelve 10th-grade general mathematics teachers in six schools were interviewed and observed using the "Mathematics for Today" workbook as required by the project. Teachers reported that they needed to provide supplemental instruction in computational skills because their pupils lacked the skills necessary to use the text. Basic skills development was also emphasized through the use of such materials as workbooks, worksheets, paper-and-pencil activities, chalkboard activities, the computer, filmstrips, and arithmetic texts. In all classes observed, all pupils were instructed in the same activity. Pupil attendance averaged 42%.

Skill Centers

Eleven skill center teachers, assisted by eleven skill center aides, provided remediation service to Title-I-eligible students who had completed the 10th-grade mathematics program. Examination of an October weekly schedule of project teachers showed that the teachers had allotted 24-25 periods for the remediation of 165-180 pupils in Grades 10-12. These teachers also reported that they had made presentations at departmental meetings and had conferred with principals and parents about the program, and the pupils' progress.

Because of scheduling problems and individual school needs, the skill center teachers reported that they had provided remediation in various ways.

All pupils selected for remediation were from those rostered to Title I reading classes. In nine schools, pupils were offered remediation twice a week. In two schools, pupils were separated into three groups of five classes. In the first of these schools, pupils met daily for six-week periods; in the second, pupils met for 12-15 day periods.

In their remediation sessions, all skill center teachers emphasized computational skill development. In seven of the 11 sessions observed, instruction was individualized through the use of games, learning kits, worksheets, hands-on activities, filmstrips, and cassettes. In four schools, teachers worked with the entire class on common areas of weaknesses. Pupil attendance at remediation sessions averaged 59%.

Skill center aides were observed in 9 of the 11 classes visited. They worked directly with pupils, marked papers, and performed other clerical tasks.

ATTAINMENT OF OBJECTIVES

Tenth-Grade Mathematics Specialist Program

Objective 1: Participating pupils in 10th-grade mathematics classes who attended at least 70% of the regular 10th-grade mathematcs classes and at least 70% of the scheduled remediation sessions will improve their mathematics skills to the extent that between February 1977 and February 1978, the percentage of pupils scoring below the 16th percentile on the Mathematics Computation section of the California Achievement Test will be significantly ($p<.05$) reduced.

The objective was fully attained. The Mathematics Computation section of the California Achievement Tests (CAT) was administered to pupils in Title I schools in February 1978.

The records of 1,388 pupils in Grades 9-12 enrolled in 10th-grade mathematics classes were examined. Data from 689 pupils could not be utilized because of transfers, drop outs, or missing test results. The records of 699 pupils were used to determine pupil achievement between February 1977 and February 1978. Remediation service had been provided to 595 pupils who had scored below the 16th percentile in 1977 and 104 pupils who had scored between the 16th and 25th percentiles in 1977. (The achievement of the latter group will be discussed in Objective 2.)

A significant ($p<.05$) reduction in the number of pupils scoring below the 16th percentile in 1977 was demonstrated by the pupils who attended at least 70% of their remediation sessions and 70% of their mathematics classes. Of the 249 pupils, 39% scored at or above the 16th percentile in 1978.

Achievement was less among the lower attendance groups. Among the 10 pupils who attended at least 70% of their remediation sessions but less than 70% of their regular mathematics classes, the reduction in number of pupils scoring below the 16th percentile was 20%. Among the 196 pupils who attended less than 70% of their remediation sessions but at least 70% of their regular mathematics classes, the reduction was 12%. The smallest reduction, 10%, was shown by the 140 pupils who attended neither remediation sessions nor mathematics classes regularly.

Objective 2: Participating pupils in 10th-grade mathematics classes who attended at least 70% of their regular 10th-grade mathematics classes and at least 70% of the scheduled remediation sessions will improve their mathematics skills. Between February 1977 and February 1978, 10% of the pupils who scored between the 16th and 25th percentiles on the Mathematics Computation section of the California Achievement Test will maintain or increase their 1977 percentile ranks.

The objective was fully attained. The records of 104 pupils who had scored between the 16th and 25th percentiles on the Mathematics Computation section of the CAT in 1977 were examined. Among the 51 pupils who attended at least 70% of their remediation sessions and 70% of their mathematics classes, 55% maintained or exceeded their 1977 percentile ranks. The expected percentage, 10%, was greatly exceeded.

Pupils in the lower attendance groups improved to a lesser extent. Among the 35 pupils who attended less than 70% of their remediation sessions but at least 70% of their mathematics classes, 46% maintained or exceeded their previous percentile ranks. Among the pupils who attended at least 70% of their remediation sessions but less than 70% of their mathematics classes, 33% maintained or exceeded their 1977 percentile ranks. The same level of achievement, 33%, was attained by pupils who attended neither their remediation sessions nor mathematics classes regularly.

Skill Center Program

Objective 3: Participating pupils who attended at least 70% of their scheduled remediation sessions will improve their mathematics skills to the extent that between February 1977 and February 1978, the percentage of pupils scoring below the 16th percentile on the Mathematics Computation section of the California AChievement Test will be significantly ($P<.05$) reduced.

The objective was fully attained. The Mathematics Computation section of the California Achievement Tests (CAT) was administered to pupils in Title I schools in February 1978.

The records of 2,127 pupils in Grades 10-12 were examined. Data from 1,012 pupils could not be utilized because of transfers, drop outs, or missing test results. The records of 1,115 pupils were used to determine pupil achievement between February 1977 and February 1978. Remediation service had been provided to 938 pupils who had scored below the 16th percentile in 1977 and 177 pupils who had scored between the 16th and 25th percentiles in 1977. (The achievement of this latter group will be discussed in Objective 4.)

Of the 470 pupils who attended at least 70% of their remediation sessions, 29% scored at or above the 16th percentile in 1978. This was a significant (p<.05) reduction in number of pupils scoring below the 16th percentile in 1977. Regular attendance at remediation sessions had a positive impact on pupil achievement.

Among the 468 pupils who attended less than 70% of their remediation sessions, the number of pupils scoring below the 16th percentile was reduced by 10%.

Objective 4: Participating pupils who attended at least 70% of the scheduled remediation sessions will improve their mathematics skills. Between February 1977 and February 1978, 10% of the pupils who scored between the 16th and 25th percentiles on the Mathematics Computation section of the California Achievement Test will maintain or increase their 1977 percentile ranks.

The objective was fully attained. Records of 177 pupils in Grades 10-12 who had scored between the 16th and 25th percentiles on the 1977 administration of the Mathematics Computation section of the CAT were examined.

Of the 99 pupils who attended at least 70% of their remediation sessions, 54% maintained or exceeded their 1977 percentile ranks. The expected percentage of 10% was greatly exceeded. Of the 78 pupils who attended less than 70% of their remediation sessions, 40% maintained or exceeded their previous percentile ranks.

IMPACT

Both components of the Senior High School Mathematics project were fully implemented. Mathematics Specialists provided remediation to selected pupils enrolled in 10th-grade mathematics classes (except at one school) and staff development to their mathematics teachers. Skill Center teachers and aides provided remediation to pupils who had completed the 10th-grade mathematics course.

The project was able to improve the computational skills of Title-I-eligible pupils in Grades 9-12. Regular attendance at remediation sessions and mathematics classes had a positive impact on the achievement of participating pupils who had scored below the 16th percentile in 1977. In the Mathematics Specialists program, among the regular attenders of both remediation sessions and mathematics classes, the percentage of pupils scoring below the 16th percentile in 1977 was reduced by 39% in 1978. Among the pupils who scored between the 16th and 25th percentiles in 1977, 55% maintained or exceeded their percentile ranks in 1978. In the Skill Centers program, among the pupils who regularly attended their remediation sessions, the reduction in the number of pupils scoring below the 16th percentile was 29%. Among the pupils who had scored between the 16th and 25th percentiles in 1977, 54% maintained or exceeded their 1977 percentile ranks.

AIDE SERVICES

(A Component of the COMPREHENSIVE READING PROJECT)

Abstract

ADMINISTRATOR: ("A") Constance Clayton (Kindergarten Aides)
("B") Charles McLaughlin (Parent Aides)
HEADQUARTERS: ("A") Room 230, 21st Street and Parkway
("B") 5th & Luzerne
TELEPHONE: ("A") 299-7934, 299-7659
("B") 228-3105
PBRS CODE: ("A") 811-01-506
("B") 811-06-613
OPERATING YEARS: 1966-1978
GRADES SERVED: ("A") K, ("B") K-8
NO. OF PUPILS: ("A") 1,600, ("B") 6,200
NO. OF SCHOOLS: Public 31, Nonpublic 45
NO. OF EMPLOYEES: Professional 0, Paraprofessional 30, Clerical 0
CURRENT BUDGET: ("A") $302,500
("B") $887,800
("B") Regular $887,800, Summer None, Total $887,800
SERVICE PROVIDED: ("A") K-3 Aides: Aides provide assistance to teachers, thus increasing the adult/pupil ratio and facilitating individualization of instruction and adult-pupil social interaction.
("B") Parent Aides: Parents are employed 20 hours per week in nonpublic schools and assigned to classes to assist eligible pupils in reading and mathematics.
EVALUATION TEAM: Robert N. Sebastian, Ethel K. Goldberg, David Patton

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OBSERVED ACTIVITIES

The Aide Services project is composed of two parts: Kindergarten Aides and Parent Aides. Both components of the project were found to be fully implemented.

("A") Kindergarten Aides

Thirteen aides and the teachers they assisted were individually observed and interviewed as part of the evaluation. The aides, working under the supervision of experienced kindergarten teachers, spent most of their time providing a variety of instructional, physical, and socio-emotional service to individual and small groups of Title I pupils. Major areas of instructional concentration were in reinforcing pupils' language arts and mathematics skills. Ten aides worked with two classes each week, one aide worked with one class, one aide served three classes, and one aide helped four classes weekly.

Kindergarten aides observed with their assigned classes consistently performed instructional and noninstructional (clerical and housekeeping) activities conforming to the project's objectives and goals. Teachers with aides reported during individual interviews a strong need for and satisfaction with the aides' assistance in instructing and managing their classes.

Kindergarten supervisors provided consultative and in-service developmental help to aides upon request.

("B") Parent Aides

Parent aides assisted classroom teachers in nonpublic schools. Aides worked with individuals and small groups of students in mathematics and reading instruction in either the classroom or designated areas of the school building.

Parent Aides typically conducted drills, monitored student instructional progress, administered tests, and conducted selected segments of the basic skills instructional program.

ATTAINMENT OF OBJECTIVES

("A") Kindergarten Aides

Objective 1: Efficient use of the aides' time will be maintained by teachers so that aides will spend at least 60% of their time in supervising and/or working with individuals (one or two children) or small groups (from three to seven children), not more than 20% of their time in clerical tasks (e.g., grading, record keeping), and not more than 20% of their time in such tasks as class trips, operation of A.V. equipment, housekeeping, and other activities. This will be verified by aide and teacher interviews and observations made by members of the evaluation team using the Observational Checklist.

This objective was fully attained. Overall, kindergarten aides spent an average of 95% of their time providing instructional, physical, or socio-emotional services to individuals or small groups of children, 1% of their time in clerical tasks, and 4% of their time in housekeeping tasks and other activities. Time spent in providing direct pupil services fell into the following categories: instructional services with one child, one or more groups, or the whole class; preparation, distribution or collection of materials, or assistance to pupils in socio-emotional areas. Forty-six percent of the help aides provided was in the language arts area. 28% in math-related areas, and 26% in other areas.

Objective 2: Aides will not serve more than four classes of children per week as indicated by interviews with aides and teachers and observations of aides' schedules.

This objective was attained. One hundred percent of the kindergarten aides observed were assigned to work with not more than four classes each week, completely meeting the objective.

("B") Parent Aides

Objective 3: The teachers will efficiently use the aides' time in that (a) at least 60% of the aides' time will be spent in working with individuals or small groups of from 3 to 7 children; (b) with respect to the level of instructional differentiation, in more than 90% of the observations all pupils will be working on different assignments; (c) with respect to the role of the teacher, in at least 20% of the observations, the teacher will be active with one half or less of the class.

This objective was fully attained. The evaluation team visited 12 schools over the course of the school year. In the stratified random sample of schools comprising three periods of observation in each school, the distribution of activities exceeded the criteria: (a) 100% of the aides' time was spent with individual students or small groups of students; aides were not found to be engaged in clerical tasks, housekeeping, or other activities not related to instruction. In 47% of the time the aides worked with one or two pupils, while in 53% of the time aides worked with groups of from three to seven pupils; (b) in no cases were the pupils all working on the same task at the same time; the observed instructional differentiation of 100% exceeded the 90% criterion; (c) teachers were working actively and directly with one-half or fewer of their pupils during 58% of the time (at least 20% was expected). In 42% of the instances teachers worked with slightly more than one-half of the class, though never with the entire class.

IMPACT

The objectives of the project emphasizing direct instructional services to children were all fully implemented. The aides program enabled teachers to give individual attention to pupils and differentiate instructional tasks for all pupils.

Not only the evaluators' observations, but informal interviews with teachers, aides, and administrators indicated the high effectiveness of both the services of the program and the staff training provided to participants. Even during unusual periods, such as testing weeks in the schools, the aides were observed to perform their functions in an expeditious manner. Teachers and administrators held the aides in high regard, while the attitudes of the aides were found to be extremely supportive of the program.

DISTRICT 1 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Parthenia Twisdale
HEADQUARTERS: Locke School
TELEPHONE: EV 6-8540
PBRS CODE: 811-02(03,04,05)-571
OPERATING YEARS: 1970-1978
GRADES SERVED: PK-6
NO. OF PUPILS: 23,477
NO. OF SCHOOLS: 24
NO. OF EMPLOYEES: Professional 5, Paraprofessional 158 (part time), Clerical 0
CURRENT BUDGET: $593,899
SERVICE PROVIDED: Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM: Thomas Clark, Judith Zernik

OBSERVED ACTIVITIES

The District One Title I Reading Program was altered in 1977-1978 as a result of the School District's budget reductions and a reallocation of Title I funds. The present Reading Team, consisting of a Reading Supervisor, a Title I Coordinator, and a Title I Resource Teacher, devoted a greater proportion of its time to administrative and management activities.

The District One 1977-1978 Reading Program continued to reflect the objectives and priorities defined in previous years. Staff development was a major emphasis for both elementary and secondary grades. Fifteen target schools were identified as being in need of intensive staff development. The objective of this component of the Title I program was to improve the rate of achievement of the target schools. In addition, the Title I Resource Teacher spent 95% of her time providing staff development to schools, varying the format from individualized assistance to large group sessions. Substitute service was provided for the participating classroom teachers where necessary.

The reading aides continued to reduce the pupil/adult ratio in the classroom. Even though there was a significant decrease (approximately 5,000) in the total number of Title I pupils served in District One in 1977-1978, the reduction in the number of aides resulted in proportionately fewer pupils benefiting from these services. Under the teachers' supervision, the aides worked closely with those pupils who were in need of specific skills development.

The development of a central list of materials that were available for sharing within the district continued to be beneficial, especially to those schools that had to reduce the amount of reading materials ordered for the school year due to a cutback in funds.

ATTAINMENT OF OBJECTIVES

Objective 1: After supplementary instruction in reading readiness skills, at least 50% of the kindergarten students in Title-I-eligible schools will equal or exceed the 50th percentile on the Environment Subtest of the Stanford Early School Achievement Test (SESAT).

Fifty-three percent of the kindergarten students in Title-I-eligible schools equalled or exceeded the 50th percentile on the Environment Subtest of the SESAT. This represented an increase of 1% over last year.

Objective 2: After a year of supplementary instruction in vocabulary and comprehension skills, the percentage of students in Title-I-eligible elementary schools scoring below the 50th percentile on the CAT-70 Total Reading subtest will be maintained or reduced when compared with the previous year's results.

In five of the six elementary grades in Title-I-eligible schools, the percentage of pupils scoring below the 50th percentile on the CAT-70 Total Reading subtest was reduced from last year; only grade four showed an increase (1%). Grade three pupils achieved a reduction of 2% while in grades one, two, five, and six 1% fewer pupils scored below the 50th percentile.

Objective 3: After a year of supplementary instruction in vocabulary and comprehension skills, the percentage of students in Title-I-eligible secondary schools scoring below the 25th percentle on the CAT-70 Total Reading subtest will be maintained or reduced when compared with the previous year's results.

In all six secondary grades in Title-I-eligible schools the percentage of pupils scoring below the 25th percentile on the CAT-70 Total Reading subtest was reduced from last year. Reductions ranged from 9% for grade 8 to 2% for grades 10, 11 and 12, with an average reduction across grades of 4% in the percentage of secondary pupils scoring below the 25th percentile.

Objective 4: Following a year of increased emphasis on comprehension skills instruction, the percentage of students scoring at or above the 50th percentile on the CAT-70 Comprehension subtest will be maintained or improved when compared with the previous year's results.

In 10 of 12 grades in Title-I-eligible schools the percentage of pupils scoring above the 50th percentile on the CAT-70 Comprehension subtest was maintained or improved over last year; only grade one, with 77% of its pupils already above the 50th percentile, and grade seven which lost one percentage point from last year did not meet this objective. Seven grades (2, 3, 6, 8, 10, 11 and 12) showed an average increase of two percentage points in the percentage of pupils scoring above the 50th percentile, ranging from a 6% increase for grade 8 to 1% for grades 2 and 6. Grades 4, 5, and 9 maintained from last year the percentage of pupils scoring above the 50th percentile.

IMPACT

Budget reductions and reallocation of Title I funds resulted in a much reduced reading team with concommitant reductions in frequency of visits to schools. However, all aspects of the Title I program appeared operational by Spring, including intensive staff development in fifteen target schools with low achieving pupil populations, and an additional Title I teacher in each of the eight lowest achieving schools.

District One continued the recent trend of reducing the proportion of pupils designated as Title-I-eligible. Five of six elementary grades and all six secondary grades in Title-I-eligible schools showed reduced percentages of pupils scoring below the 50th and 25th percentiles respectively on the CAT-70 Total Reading subtest. Additionally, 10 of 12 grades maintained or improved the percentage of pupils scoring above the 50th percentile onthe CAT-70 Comprehension subtest.

DISTRICT 2 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Rhonda Handelman
HEADQUARTERS: Drexel School
TELEPHONE: 299-7205
PBRS CODE: 811-02(03,04,05)-572
OPERATING YEARS: 1970-1978
GRADES SERVED: K-6
NO. OF PUPILS: 18,386
NO. OF SCHOOLS: 25
NO. OF EMPLOYEES: Professional 4, Paraprofessional 107, Clerical 0
CURRENT BUDGET: $532,803
SERVICE PROVIDED: Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM: James E. Scheib, James P. Comerford

OBSERVED ACTIVITIES

The District Two Reading Project was implemented in accordance with the district's reading plan. Title I resources were alloted to personnel, supplementary materials, and staff-development serving Title I students in all Title I eligible schools. Project supportive staff at the district level were serving all District Two Title I eligible pupils. The number of aides employed was maintained over the previous year. Schools reported that Title I materials were not received until November because of a labor dispute which occured in September and October.

The District Supportive Staff was reduced from the previous year. In place of a project manager, a budget officer, three consulting teachers, two language arts superviosrs, one kindergarten supervisor, and one full-time research assistant, the 1977-1978 supportive staff included one language arts supervisor, one half-time kindergarten supervisor and one half-time research assistant. A Title I Reading Coordinator was employed in October 1977 and a Title I Resource Teacher was employed in February 1978.

A number of staff development sessions were held for school principals, reading teachers, and school faculties. Topics included Criterion Referenced Testing, Test Taking Competencies and Reading in the Content Areas. Dr. Morton Botel of the University of Pennsylvania was invited to speak to principals and reading teachers on Contemporary Approaches to Teaching Writing and Reading. The Title I Reading Coordinator also conducted a workshop for the District Two Home and School Association.

Two Title I handbooks were printed and distributed: one for principals and reading teachers and another for Title I reading aides.

Individual children were identified for Title I services according to CAT results. The office of Federal Programs provided the maximum number of children to be served in elementary and secondary schools. Placement reports (CAT scores) of incoming junior and senior high pupils were provided for secondary schools.

In kindergarten classes, the Santa Clara Inventory of Developmental Tests was administred to screen for possible learning disabilities and to prescribe remediation for those children showing weaknesses in particular areas tested. Title I kindergarten aide service, allotted through the Division of Early Childhood Education, has been eliminated in all but seven schools.

On the secondary level, the Language Arts Supervisor reported continued use of individualized teaching techniques in Title I reading classes.

District tests were administered in the fall to pupils in grades 1-12. Levels A and B of the Sight and Sound Inventory were administered to elementary pupils. The Secondary Reading Assessment and Sight and Sound, Level C were administered to secondary pupils. In the spring, Sight and Sound A/B was administered to grades 2 and 3 respectively, and Sight-Sound C to grades 7-10.

Schools reported that the turn-around time (15 to 20 days) for the fall testing was longer than previous years. One secondary school chose to hand score tests rather than wait for a computer print-out of results. The longer turn-around time in the 1977-1978 school year is a direct result of staff reduction.

In order to facilitate individualized instruction, a system has been developed to record standardized and local test results on individual pupil cards. The cards are to be forwarded to the pupil's new teacher in September, thus providing the teacher with updated information on each pupil. This system is conducted solely on a voluntary basis by teachers.

ATTAINMENT OF OBJECTIVES

Objective 1: To continue to implement kindergarten readiness programs so that by February, 1978 the distribution of the scores on the Letters and Sounds and Aural Comprehension subtests of the SESAT (Level 1) will approximate or exceed the distribution of the norming population.

This objective was achieved. On the Letters and Sounds subtest, the average score was equivalent to the national 72nd percentile. The average score on the Aural Comprehension Subtest was equivalent to the national 42nd percentile.

Objective 2: To continue general improvement in reading skills so as to increase the proportion of students in regular elementary grades scoring above the national 50th percentile in Total Reading on the CAT-70 by two percent or more over the results of February, 1977 for those grades where fewer than 50 percent scored at or above the national 50th percentile. (in grade 1 the Vocabulary subtest will be used.)

This objective was achieved in one out of six grades. Grade 4 met the objective of 2% improvement in the percent of pupils scoring at or above the national median, grade 5 remained the same, grades 1, 2 and 6 declined by one percent, and grade 3 declined by three percent.

Compared to 1971 results, however, five of six grades have shown improvement in the percent of pupils scoring at or above the national 50th percentile. Improvement in these grades ranged from 22% to 5%.

Objective 3: To continue general improvement of reading skills so as to increase the porportion of pupils in regular secondary grades scoring above the national 25th percentile in Total Reading on the CAT-70 by two percent or more over the results of February, 1977.

Five of six grades (grade 8-12) met this objective. The range of improvement was from 1% (grade 7) to 7% (grade 10).

Objective 4: All second grade pupils in Title I schools will master Level A of the Sight-Sound Inventory to be administered in the Spring of 1978 with mastery set at 28 of 31 items.

Of 1,445 pupils tested, 75.75% mastered Level A of the Sight-Sound Inventory. The average score was 28.39 of 31 items. In 1977, 71.52% mastered Level A. Thus the 1978 results reflect an increase in mastery of 4.23%.

Objective 5: Compared to 1977 results, there will be an increase in the percent of pupils in grade three Title I schools who master Level B of the Sight-Sound Inventory to be administered in the Spring of 1978, with mastery set at 49 of 54 items.

This objective was not achieved. In 1978, 33.31% (of 1,411 pupils tested) mastered Level B, compared to 38.24% mastery in 1977 (1,535 pupils tested). In 1978 the average score was 42.20 compared to 42.54 in 1977. Thus, while the percent mastery decreased in 1978, the average scored remained the same over the two years.

IMPACT

The general pattern of district-wide results for 1978 CAT Reading Subtests compared to previous years shows that the gains of the previous years have for the most part been retained and in many cases increased. Early childhood programs appear to have had an excellent impact on kindergarten and years one and two.

Over the eight years of the project, more positive gains have been evidenced with lower scoring pupils. In 1978, for example, 8 of 12 grades showed an improvement of 2% or more in the percent scoring above the national 25th percentile, while only 5 of 12 grades showed improvement of 2% or more in the percent above the national 50th percentile.

In previous years, greater progress was seen in the elementary grades than in the secondary grades. In 1978, however, the reverse is true. In the secondary grades (7-12) positive changes over 1977 results have been greater and more consistent than in any other year of the project. That is, 5 of 6 grades increased the percent above the national 15th percentile and above the national 25th percentile. Four of six grades increased the percent above the national 15th percentile (over 1977 results) by 8 or more percentage points. Grade 10 showed an increase of 10 percent.

DISTRICT 3 READING

(A Component of the COMPREHENSIVE READING PROJECT)

Abstract

ADMINISTRATOR: Doris Peltzman
HEADQUARTERS: District 3 Education Services Center
TELEPHONE: 299-7309
PBRS CODE: 811-01(02,03,04,05)-573
OPERATING YEARS: 1970-1978
GRADES SERVED: K-6
NO. OF PUPILS: 9,758
NO. OF SCHOOLS: 14
NO. OF EMPLOYEES: Professional 1, Paraprofessional 46 (part-time), Clerical 0
CURRENT BUDGET: $228,947
SERVICE PROVIDED: Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM: James E. Scheib, James P. Comerford

OBSERVED ACTIVITIES

District Three's Title I resources were allocated to personnel, supplementary materials, and staff development serving Title I students in all Title I eligible schools. Project supportive staff at the district level served all District Three Title-I-eligible schools. Paraprofessional personnel (aides) were provided at both the elementary and secondary levels, as were a variety of supplementary classroom materials.

Schools reported that because of a district-wide labor dispute in September and October, Ttile I materials were not received until November.

The District Three supportive staff was greatly reduced from the previous year. In 1977-1978 this staff consisted of a Title I Coordinator (employed in October 1977), a Language Arts/Reading Supervisor, a Title I Resource Teacher (employed in February, 1978), and a Research Assistant (half-time since October, 1977).

A number of staff development sessions were held for school principals, reading teachers, and school faculties. Topics included teaching vocabulary skills, proper utilization of aides and substitutes, and test taking competencies. Through the efforts of the District Three Reading Committee, Dr. Morton Botel was invited to speak to Principals, Administrators, Reading Leaders, Parents and Community on the Pennsylvania Comprehensive Reading Plan.

Individual children were identified for Title I services according to CAT results. The Office of Federal Programs provided the maximum number of Title I children to be served in elementary and secondary schools. Placement reports of incoming junior and senior high pupils were provided for secondary schools.

In the spring 1978 the following tests were administered: The Dolch Sight Word Vocabulary Test (grade 3), the Sight-Sound Inventory, Levels A and B (grade 4), and the Sixth-Grade Word Check.

ATTAINMENT OF OBJECTIVES

Objective 1: All Title I fourth grade pupils will master both level A and level B of the Sight and Sound Inventory to be administered in the spring of 1978 with mastery set at 28 of 31 items on level A, and 49 of 54 items on level B.

Ninety-three percent of all fourth grade pupils in Title I schools mastered Level A of the Sight-Sound Inventory. The average score of 442 pupils tested was 29.98 of 31 items. Level B was mastered by 41.60% of the fourth grade pupils in Title I schools. Of 476 pupils tested, the average score was 45.89 of 54 items.

Objective 2: All sixth grade pupils will master the vocabulary skills as tested by the Sixth Grade Word Check to be administered in the spring of 1978 with mastery set at 60 of 65 items.

Sixty-eight percent of all sixth grade pupils in Title I schools mastered the Sixth Grade Word Check. Of 599 pupils tested, the average score was 59.31 of 65 items.

Objective 3: To continue general improvement of reading skills so as to decrease the proportion of students in regular elementary grades scoring below the national 16th percentile in the Vocabulary Subtest on the CAT-70 by two percent or more over the results of February 1977. (For those grades where more than 16 percent scored below the national 16th percentile the previous year.)

For those grades already equal to or exceedng the national distribution for this percentile point as of February 1977, the objective will be to maintain the 1977 distribution within a rounding error of 2%.

This objective was achieved in 3 of 6 grades (1, 3 and 5). Although grade 2 increased the percentage below the national 16th percentile, it still exceeded the national distribution, as did grade 1.

Objective 4: To continue general improvement of reading skills so as to decrease the proportion of students in regular secondary grades scoring at or below the national 25th percentile in the Vocabulary Subtest on the CAT-70 by two percent or more over the results of February 1978. (For those grades where more than 25 percent scored below the national 25th percentile the previous year.)

For those grades already equal to or exceeding the national distribution for this percentile point as of February 1978, the objective will be to at least maintain the 1978 distribution within a rounding error of 2%.

This objective was achieved in four of seven secondary grades. Decreases in the proportion of students at or below the national 25th percentile ranged from 3% (grade 11) to 7% (grade 9).

IMPACT

The general pattern of CAT results for 1978 indicates that the gains of the previous year, have for the most part been retained, and in many cases increased. Particular improvement occured at grade nine where the percent below the 16th percentile decreased by 4%, the percent below the 26th percentile decreased by 7%, and the percent above the 50th percentile increased by 6%. A notable exception to the improved scores was grade 12 which increased the percent below the 16th percentile (8%) and the 26th percentile (7%), and decreased the percent above the 50th percentile (4%).

In 1978, greater progress was seen with lower scoring pupils. Six of twelve grades decreased by 2% or more the percent of pupils below the national 16th percentile; 7 of 12 decreased by 2% or more the percent below the national 26th percentile; but only 3 of 12 grades increased by 2% or more the percent above the national 50th percentile. It must be noted that in Title I schools (grades 1-6) only those pupils who had previously scored below the 50th percentile received Title I services, and in grades 7-12 only those pupils who had previously scored below the 26th percentile received Title I services.

DISTRICT 4 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Elizabeth Berry
HEADQUARTERS: District 4 Reading Office
TELEPHONE: CE 5-1706, -7, -8
PBRS CODE: 811-02(03,04,05)-574
OPERATING YEARS: 1970-1978
GRADES SERVED: K-6
NO. OF PUPILS: 19,134
NO. OF SCHOOLS: 20
NO. OF EMPLOYEES: Professional 6, Paraprofessional 85 (part-time), Clerical 0
CURRENT BUDGET: $511,019
SERVICE PROVIDED: Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM: Thomas Clark, Judith Zernik

OBSERVED ACTIVITIES

Implementation of the District Four Title I Reading Program during the 1977-1978 school year was significantly affected by both School District budget reductions and reallocation of Title I funds. Most affected was the District Four Reading Team which was reduced from six members to one Reading Supervisor for September 1977; the team was increased to three members by addition of a Title I Coordinator and a Title I Reading Resource Teacher in October and February respectively. Reduction to this level resulted in less frequent visits by team members to schools and classrooms; also, all administrative and management duties, previously performed by the Reading Project Manager, were assumed by the reduced team.

Interviews with classroom teachers, reading teachers, and principals in all Title I schools and with the members of the District Four Reading Team indicated that most elements of the District Four Title I Program were implemented, although in some cases at somewhat reduced levels. Specifically, the Title I Coordinator performed required administrative and management tasks, as well as assisting in the implementation of Title I activities in the schools. The Title I Reading Resource Teacher provided service to all Title I schools through classroom visits, demonstration lessons, and staff development with teachers, aides, parents and community volunteers.

Objective 3: Through supplementary instruction in a broad spectrum of needed reading skills, the percentage of students in Title I eligible secondary schools scoring below the 25th percentile on the CAT-70 Total Reading subtest will be decreased from the previous year.

The percentage of students scoring below the 25th percentile on the CAT-70 Total Reading subtest was reduced last year in four of the six secondary grades across Title I eligible schools; grades 7 and 12 showed increases of 4% and 1% respectively. Grades 8, 9, 10 and 11 averaged decreases of eight percentage points, ranging from 12% for grade 9 to 4% for grade 8.

Objective 4: As a result of increased emphasis on comprehension skills instruction, the percentage of students in Title I eligible elementary and secondary schools scoring above the 50th percentile on the CAT-70 Comprehension subtest will be increased from the previous year.

The percentage of students scoring above the 50th percentile on the CAT-70 Comprehension subtest was increased from last year in 9 of 12 grades across Title I eligible schools; grade 1 maintained its level of performance at 80% above the 50th percentile and grades 7 and 12 had reductions of 2% and 3%, respectively. Across grades 2, 3, 4, 5, 6, 8, 9, 10 and 11, there was a three point average increase in the percentage of students scoring above the 50th percentile, ranging from a 5% increase for grade 9 to 1% for grade 2.

IMPACT

Reduction of the reading team because of budget reductions and Title I fund reallocations resulted in less frequent visits to schools and classrooms. In general, the District Four Title I Reading Program was implemented, although in some cases at reduced levels. Direct service continued to be provided to Title I eligible students by Title I Aides and Title I Teachers. Beginning in mid-April, eight schools with high percentages of fourth, fifth and sixth graders having low scores on the California Achievement Test, were provided with additional Title I teachers to give 45 minutes of additional language skills instruction each day to approximately 100 Title I students in each school.

The percentage of students scoring below the Title I eligibility criteria continued to be reduced as in past years. Five of six elementary grades and four of six secondary grades across Title I eligible schools had reduced percentages of pupils scoring below the 50th and 25th percentiles respectively on the CAT-70 Total Reading subtest. Grades 8, 9, 10 and 11 achieved an 8% average reduction in the percentage of students below the 25th% percentile. Increased emphasis on comprehension skills instruction may have resulted in the consistent gains made across grades in the percentage of students above the 50th percentile on the Comprehension subtest of the CAT-70.

The Reading Team as a whole facilitated individual school staff development through in-school consultations and presentations and through monthly Reading Teacher meetings. Both district and school staff development focused on teacher planning for instruction in comprehension skills, study skills, and independent reading.

Direct service to Title I eligible children in the elementary grades was provided by Title I Reading Aides and Title I teachers. Under the direction of reading teachers and classroom teachers, the aides assisted children in small group and individual reinforcement, enrichment and follow-up activities. The aides received monthly on-site staff development from the Title I Reading Resource Teacher and the Language Skills Teacher in each school. Certain schools with unusually large numbers of low-achieving children received additional Title I Aides to reduce further the adult-student ratio in the classrooms. Also, in eight schools, where large percentages of fourth, fifth and sixth graders scored below the 25th percentile on the California Achievement Test, additional Title I teachers provided an additional 45 minutes of language skills instruction each day for approximately 100 Title I children in each school. This portion of the District Four Title I Program, however, was not implemented until mid-April 1978. In some schools, additional materials, such as the Borg-Warner System 80, were used to supplement instruction for Title I children.

ATTAINMENT OF OBJECTIVES

Objective 1: As a result of supplementary instruction in reading readiness skills, kindergarten children in Title I eligible schools will score as high or higher than the previous year's kindergarten pupils on all subtests of the Stanford Early School Achievement Test (SESAT).

This objective was not achieved. The percentage of kindergarten students in Title I eligible schools scoring at or above the 50th percentile declined from last year on all four subtests of the SESAT. The reductions ranged from 4% on Letters and Sounds to 1% on Environment. The majority of District Four kindergarten students, however, still scored at or above the 50th percentile on all four subtests of the SESAT.

Objective 2: Through supplementary instruction in basic reading skills, the percentage of students in Title I eligible elementary schools scoring below the 50th percentile on the CAT-70 Total Reading subtest will be decreased from the previous year.

The percentage of students scoring below the 50th percentile on the CAT-70 Total Reading subtest was reduced from last year in five of the six elementary grades across Title I eligible schools; grade 5 showed the only increase (3%). Reductions ranged from 4% for grades 1 and 4 to 1% for grades 2 and 6.

DISTRICT 5 READING

(A Component of the COMPREHENSIVE READING PROJECT)

Abstract

ADMINISTRATOR: Robert Shatzer
HEADQUARTERS: District 5 Education Services Center
TELEPHONE: 229-2702
PBRS CODE: 811-02(03,04,05)-575
OPERATING YEARS: 1970-1978
GRADES SERVED: K-6
NO. OF PUPILS: 17,378
NO. OF SCHOOLS: 29
NO. OF EMPLOYEES: Professional 0, Paraprofessional 133, Clerical 0
CURRENT BUDGET: $492,595
SERVICE PROVIDED: Intensive instruction in reading, appropriate for each grade level, directed toward improving the reading skills of pupils served.
EVALUATION TEAM: Alan Solomon, Joseph Wroblewski

OBSERVED ACTIVITIES

Observations indicated that the District Five Reading Program was being implemented in accordance with the district reading plan. Specific materials were provided and used.

Lippincott Reading, a linguistic basal, served as the district's primary basic reading program. Programmed reading and basal systems were used as alternatives.

The district's secondary schools used a specific skills approach in reading instruction. Title I funds were used to purchase necessary materials and supplies. Reading Aide positions were funded from Title I. Aides performed various tasks under the direction of classroom teachers. Observations indicated that Aides worked only with Title I eligible students.

ATTAINMENT OF OBJECTIVES

Objective 1: No more than 12% of the District 5 kindergarten pupil population attending Title I eligible schools will score below the 16th percentile on the Environment subtest of the Stanford Early School Achievement Test.

In 1978, 1,085 eligible pupils were tested and 174 (16%) scored below the 16th percentile. This objective was not achieved.

Objective 2: No more than 55% of the District 5 grade 1 through grade 3 pupil population attending Title I eligible schools will score below the 50th percentile on the Total Reading portion of the California Achievement Test.

In 1978, 4,277 eligible pupils were tested and 2,473 (58%) scored below the 50th percentile. This objective was not achieved.

Objective 3: No more than 76% of the District 5 grade 4 through grade 6 pupil population attending Title I eligible schools will score below the 50th percentile on the Total Reading portion of the California Achievement Test.

In 1978, 4,446 pupils were tested and 3,645 (82%) scored below the 50th percentile. This objective was not achieved.

Objective 4: No more than 85% of the District 5 grade 7 through grade 12 pupil population attending Title I eligible schools will score below the 50th percentile on the Total Reading portion of the California Achievement Test.

In 1978, 6,550 eligible pupils were tested and 5,796 (88%) scored below the 50th percentile. This objective was not achieved.

IMPACT

Of 15,273 pupils, 12,113 (79%) scored below the national median on the Total Reading portion of the California Achievement Test. Smaller percentages occurred in the early elementary grades; an area where the District has concentrated its efforts through the course of the reading program. The growth shown in grades 1, 2, and 3 in the earlier years of the program has appeared to stabilize. This year grade 1 was at the national 50th percentile while grade two was slightly below. Grade 3 was considerably below this point. It should be noted that while percentages projected in objectives were not realized, in most cases they missed attainment by no more than three or four percent.

DISTRICT 6 READING

(A Component of the COMPREHENSIVE READING PROJECT)

Abstract

ADMINISTRATOR: Betty Ross
HEADQUARTERS: District 6 Education Services Center
TELEPHONE: IV 2-8293
PBRS CODE: 811-02(03,05)-576
OPERATING YEARS: 1970-1978
GRADES SERVED: 1-8
NO. OF PUPILS: 8,504
NO. OF SCHOOLS: 15
NO. OF EMPLOYEES: Professional 17 (part-time), Paraprofessional 43 (part-time), Clerical 1
CURRENT BUDGET: $345,202
SERVICE PROVIDED: Intensive instruction in reading, in addition to the regular instructional program, designed to improve the reading skills of pupils served.
EVALUATION TEAM: Joseph Gavin, Patricia B. Young

OBSERVED ACTIVITIES

The District Six Title I Reading Project supplemented the regular district reading program in 13 Title I elementary schools, two Title I middle schools, and a special education school serving grades K-12. The District Six Reading Team consisted of one district reading supervisor, one Title I reading coordinator, and one Title I reading resource teacher. These personnel oversaw the delivery of Title I reading services in eligible schools through on-site visitations, staff development, and consultation services. Each school was visited at least once a month by a member of the District Reading Team.

Two reading planning conferences were conducted at each school by members of the District Reading Team. The spring conference plans the school reading program for the succeeding year. The autumn conference assessed the implementation of the reading program at each school.

Data submitted by reading personnel in Title I schools and evaluator observations indicate that eight elementary schools used a traditional basal approach, two used a linguistic approach in conjunction with the traditional basal, and one school used a linguistic approach exclusively. Four elementary schools employing the traditional basal approach had specific skills centers.

The two middle schools used the traditional basal approach in their lower grades and the specific skills approach in their upper grades. One middle school had a skills center. Small group instruction in specific skills was used in the upper grades in both schools. Title I eligible pupils in grades 7 and 8 in these two schools were rostered for reading five times a week.

The Title I supplementary reading project provided services over and above the regular services offered to all pupils. These services consisted of additional reading instruction in small groups both by professional part-time teachers and by paraprofessional aides. Observations made in Title I schools revealed that eligible pupils were receiving supplementary instruction in reading both in classroom areas and outside the classroom in either a skills center, IMC or designated small rooms. Students observed in Title I reading activities used a variety of supplementary specific skills materials, books, kits and published or teacher-prepared worksheets.

ATTAINMENT OF OBJECTIVES

Objective 1: The median level of kindergarten pupil competencies will be at least two by June, 1978, as reported by teachers on the Pupil Compete[illegible]es Checklist.

This objective was not attained. Each Title I kindergarten teacher recorded the number of kindergarten pupils and their attained competencies. The median pupil competency level was computed from these frequencies. The median pupil competency level was one in June, 1978.

Objective 2: Title I parents will be offered the opportunity to attend at least one workshop geared specifically to their childrens' needs. Three cluster workshops will be held by an early childhood team in different geographic locations in District Six in the Spring, 1978.

This objective was attained. Three workshops were held at the District Six Advisory Center on April 5, 14, and 21, 1978. Parents were recruited from three geographic clusters which included all 13 elementary Title I schools. Parents from 6 of the 13 schools attended one of the three workshops. Advisory Center and other District Six personnel assisted parents in making learning games and demonstrating their use. Parents were able to take these games and materials home to use with their children. Examples of the types of games which were demonstrated and made included rubber stamps, spinner wheels, grease boards, learning circles and puppets. Pre-reading and reading and math skills such as alphabet recognition, rhyming, or oral language development for young children were stressed.

Objective 3: In each grade, 1-6, decrease by 4 the percentage of pupils scoring below the 50th percentile in February 1978 Total Reading of the California Achievement Tests when compared to the same grade in February 1977.

This objective was attained in two of six grades. The percentage of students scoring below the 50th percentile decreased by 6% in year 2 and by 5% in year 3. The objective was attained in these two grades. The percentage decreased by 3 in grade 4 and remained the same in year 1. The percentage of pupils scoring below the 50th percentile in grades 5 and 6 increased by 1 in 1978 as compared to 1977. For grades 1-6 combined, the percentage of students achieving below the 50th percentile decreased by three.

Objective 4: In grades 7 and 8, to decrease by 4 the percentage of pupils scoring below the 25th percentile in 1978 Total Reading of the California Achievement Tests when compared to the achievement of the same grade in February 1977.

This objective was partially attained. The percentage of pupils scoring at or below the 25th percentile increased by 7 in grade seven and decreased by 4 in grade 8.

IMPACT

The Title I Reading Program provided supplemental reading instruction to low achieving students in Title I eligible schools.

Improved performance on the CAT occurred in grades 2, 3, 4 and 8. Performance on the CAT remained the same in year 1 and decreased slightly in grades 5 and 6. In grade 7 performance decreased substantially.

Kindergraten pupils attained a median mastery level of 1 as reported by teachers on the Pupil Competencies checklist.

Early Childhood Title I parent workshops, a new component of the reading program, were successfully implemented.

DISTRICT 7 READING

(A Component of the COMPREHENSIVE READING PROJECT)

Abstract

ADMINISTRATOR: Verneta Harvey
HEADQUARTERS: Horn Curriculum Center
TELEPHONE: JE 5-3531, -2
PBRS CODE: 811-02 (03,04)-577
OPERATING YEARS: 1970-1978
GRADES SERVED: K-9
NO. OF PUPILS: 6,094
NO. OF SCHOOLS: 11
NO. OF EMPLOYEES: Professional 1, Paraprofessional 57 (part-time), Clerical 1
CURRENT BUDGET: $273,354
SERVICE PROVIDED: Intensive instruction in reading, appropriate for each grade level, directed toward improving the reading skills of pupils served.
EVALUATION TEAM: Alan Solomon, Joseph Wroblewski

OBSERVED ACTIVITIES

The District Seven Title I Reading Project was observed throughout the entire academic year. The number of schools eligible for Title I service did not change from the past year; eight elementary schools, one junior high school, one middle school and one alternative program continued. Three elementary schools participated in the Follow Through Expansion Program through the third grade.

Basals served as the primary reading approach in Title I elementary schools. Linguistic basals and BRL programmed reading were also used. As in the past year, no single program was used district wide. Secondary schools used a specific skills approach. In addition, the eligible junior high school maintained a Reading Skills Center.

Title I funds were used to support reading aide positions. Materials and supplies were also purchased.

ATTAINMENT OF OBJECTIVES

Objective 1: There will be reduction of 5% in the percentage of Title I kindergarten students scoring below the 50th percentile on the Letters and Sounds Subtest of the Stanford Early School Achievement Test. Relevant data will be gathered from the February 1978 administration of the test and compared to that from the 1977 administration.

In 1977, 738 Title I kindergarten pupils were tested and 166 (22%) scored below the 50th percentile on this subtest. In 1978, 701 were tested and 196 (28%) scored below the 50th percentile. Therefore the objective was not achieved.

Objective 2: There will be a reduction of 5% in the percentage of Title I students (Grades 1-8) scoring below the 50th percentile on the California Achievement Tests.

In 1977, 6,400 Title I pupils in grades one through eight were tested and 4,613 (72%) scored below the 50th percentile. In 1978, 6,398 pupils were tested and 4,413 (69%) scored below the 50th percentile. This objective was not achieved. It should be noted, however, that the observed reduction of three in the percentage below the 50th percentile continues a trend. The percentage below the 50th percentile for each of the past three years was 75%, 72%, and 69%, respectively.

IMPACT

While the kindergarten objective was not achieved, the percentage of students scoring below the median (28%) remained considerably below that of the nation as a whole. The trend in grades 1-8 indicates that improvement has been steady at a rate of 3% per year.

READING SKILLS CENTERS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Ida Kravitz
HEADQUARTERS: Room 320, 21st Street and Parkway
TELEPHONE: 299-7787
PBRS CODE: 811-02-666
OPERATING YEARS: 1966-1978 (Formerly Improvement of Reading "A")
GRADES SERVED: 3-7
NO. OF PUPILS: 1,527
NO. OF SCHOOLS: 14
NO. OF EMPLOYEES: Professional 14, Paraprofessional 23, Clerical 1
CURRENT BUDGET: $519,000
SERVICE PROVIDED: Individualized instruction for seriously deficient readers through the use of selected reading materials and audiovisual aids in a Reading Skills Center.
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters*

OBSERVED ACTIVITIES

The project was fully implemented in accordance with its intended mode of operation. Fourteen reading centers provided an individualized diagnostic-prescriptive program using a reading teacher and aides in an established reading room. Most centers were staffed with one full-time aide and one half-time aide.

Teachers and aides were observed working with individuals and small groups of children. Some teachers worked with all groups during the reading period. In each center, two computer-terminal stations were installed to provide additional instruction in the area of reading comprehension. Assigned work for each lesson included as many as four activities in the areas of comprehension, word-attack, study skills, or literature. Each pupil was given a prescription of tasks to do which included the use of reading books, workbooks, listening centers, games, or library corners. Pupils tended to work diligently on their assigned tasks, which were changed daily. The average number of pupils observed attending during an instructional period was 19.

The project's program coordinator provided on-site assistance to the reading teachers and staff development sessions for both the reading teachers and the aides.

ATTAINMENT OF OBJECTIVES

Objective 1: Pupils at each level who participate in the program for at least 45 minutes each day three or more times a week during the school year will improve their comprehension skills as indicated by Fall and Spring administration of Informal Reading Inven-

tories (IRI). A minimum of 75% of the group will gain one book level and 50% will gain two book levels.

This objective was partially attained. Of the participating pupils who attended the program for at least 45 minutes each day, three or more times each week, 85% gained at least one book level based on the IRI instructional level. A gain of two or more book levels was attained by 46% of the participating pupils. The median level of Book 2 in September was raised to a Book 3 level based upon a May administration.

Objective 2: First year pupils participating in this project three or more times a week during the school year will improve their decoding skills as indicated by a 20% gain in the mean score of the Phonics Inventory administered in September and May.

This objective was not attained due to several unique factors. Participating pupils were administered a new 85 item phonics inventory using nonsense syllables as cues. Pupils participating only one year had a pretest mean raw score of 61.04, which was unexpectedly high. The gain of 4.7 determined from the April testing fell far short of the expected 20% gain because of the inadequate ceiling of the test. A review of April data for first year pupils showed that 29.5% had 90% mastery (only 15.5% had mastery in September); 54.8% scored between 89 - 55%; and 15.8% scored below 55%. Among the first, second, and third year participating pupils, 33% attained mastery of phonics skills. This figure exceeds the previous year's outcomes.

Objective 3: of the children who attend three times per week, 50% will gain at least 80% mastery in vocabulary skills based upon a test of a sampling of the Philadelphia *basic spelling words.*

This objective was not attained. In retrospect it is quite clear that the criterion for this objective was far too optimistic. The vocabulary test being developed measured vocabulary skills for Primer, Book 1, Book 2, and Book 3 levels. End-of-year reading levels data based upon IRIs indicated that 43.7% of the participating pupils were reading at a Book 2 level or below. Thus, to have expected 50% of the pupils to gain mastery was unrealistic. Since both this test and this objective were new and untried, it is clear that both need revision.

IMPACT

The Reading Skills Centers project has continued to fully implement the various aspects of its program. Teachers, assisted by reading aides, provided an individualized, diagnostic-prescriptive reading program using an eclectic reading approach.

In terms of decoding and comprehension skills, 85% of the pupils gained at least one instructional book level and 46% gained two or more book levels. These results were better than results for the previous year.

When the participating pupils were tested with a multiple-choice phonics test, their pretest scores were higher than previous years'. These unanticipated higher scores (i.e., a ceiling effect) prohibited the attainment of a 20% increase in the posttesst mean score for pupils being served for one year. The new test indicated that one third of all participating pupils mastered 90% or more of the items tested.

Having the pupils tested with a vocabulary test highlighted several areas of reading instruction that needed emphasis and indicated that children could successfully deal with the complex processes of analogies and opposites.

This project continues to successfully help children with inadequate reading skills improve and develop higher skills.

IMPROVEMENT OF READING SKILLS "C"
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 228-3105
PBRS CODE: 811-06-718
OPERATING YEARS: 1968-1978
GRADES SERVED: 2-6
NO. OF PUPILS: Nonpublic 1,422
NO. OF SCHOOLS: Nonpublic 39
NO. OF EMPLOYEES: Professional 43, Paraprofessional 0, Clerical 0
CURRENT BUDGET: $371,700
SERVICE PROVIDED: Remedial instruction is given to groups of seriously deficient readers in reading rooms.
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters*

OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. Forty-one reading centers provided supplemental reading instruction to Title-I-eligible pupils. Due to scheduling problems a small number of pupils (fewer than 50) were given instruction less than 3 times a week at several of the sites. Class grouping tended to be by grade level. When there were two classes on one grade level, the reading level was used as the criterion for grouping. The average length of the instructional periods was 50 minutes. Teachers used individual, small, and large group instructional methods.

The average size of the groups that received instruction was eight. Most of the pupils' instructional time was devoted to comprehension and word-attack skills. Pupils were directed into several different activities during the course of a period and used varied materials for skill development.

Teachers in consultation with principals were given the option of providing 15 hours of instruction with a five-day morning program of three hours or three full days. Twenty-three centers operated three days per week, and eighteen used the five-day morning program.

The project's coordinator provided on-site assistance to the teachers and staff development at several total group sessions.

ATTAINMENT OF OBJECTIVES

Objective 1: Project pupils will increase their reading decoding and comprehension levels to the extent that 90% of the pupils gain at least one book level and 60% gain two or more book levels between the September pretest and May posttest on a group Informal Reading Inventory or on a CLOZE test.

This objective was fully attained. On informal reading inventories administered in September and May, 95% of the pupils gained at least one book level, and 81% gained at least two levels.

Objective 2: Project pupils who have been served either one or two years will improve their phonics skills to the extent that there is an increase of 20 points in the percentage of pupils attaining an 80% mastery score (68 or more correct out of 85 items) on a sight and sound phonics inventory between September pretest and May posttest.

This objective was attained. On the September pretest 50% of the pupils being served one year attained the specified 80% mastery score and 67% of those served two years attained mastery. On the May posttest 83% of the first year pupils attained the mastery score and 90% of the second year pupils did so. The increase in percentage points for first and second year pupils showed that each group surpassed the 20-point expectation.

IMPACT

The Improvement of Reading Skills "C" project's intended mode of operation was fully implemented by providing a supplemental, reading instruction program to pupils.

The project objectives were fully attained. In reading achievement, 95% of the pupils (more than the expected 90%) gained at least one book level; 81% (more than the expected 60%) gained at least two book levels. Pupils in the program for one year or two years exceeded the criterion for phonics mastery (a 20-point gain in the percentage of pupils attaining mastery).

The project continues to be successful in providing pupils with needed reading skills.

INDIVIDUALIZED EDUCATION CENTER
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 238-3105
PBRS CODE: 811-06-733
OPERATING YEARS: 1968-1978
GRADES SERVED: 1-8
NO. OF PUPILS: Nonpublic 125
NO. OF SCHOOLS: Nonpublic 1
NO. OF EMPLOYEES: Professional 1, Paraprofessional 6, Clerical 0
CURRENT BUDGET: $102,600
SERVICE PROVIDED: Students participate in a system of individualized instruction in language arts and mathematics for at least one half of each school day.
EVALUATION TEAM: William E. Loue III, Judith Green, Lisbeth Sklar

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OBSERVED ACTIVITIES

The project was fully implemented according to its intended mode of operation. Six of eight teachers returned for the current school year. The two new teachers seemed to understand the philosophy of individualization practiced at St. Marys and, consequently, were able to implement the appropriate practices early in the school year. All teachers had sufficient instructional materials and multimedia equipment to provide appropriate and necessary learning activities for each pupil according to his/her actual instructional level. Attempts to individualize instruction primarily through small-group activities and self-selected and/or teacher-directed individual activities were supported by six full-time paraprofessionals (Parent Aides), a full-time reading teacher, a supplemental tutoring program, and the availability of the Continuous Progress Program of the Archdiocese of Philadelphia and the Fountain Valley Teacher Support System.

ATTAINMENT OF OBJECTIVES

Objective 1: During the 1977-1978 school year at least 75% of the students will master at least 90% of the words on the Basic Sight Vocabulary of 220 Words (by E.W. Dolch) administered in May to all project students in Grades 1 and 2.

This objective was fully attained. The Basic Sight Vocabulary of 220 words compiled by E.W. Dolch was reorganized among four lists of "easier" words and four lists of "harder" words. Each list contained between 25 and 28 words randomly selected from the "easier" and "harder" lists. The 21 first-grade students were asked to read all of the words on the four "easier" lists while the 23 second-grade students were asked to read the words from two "easier" lists and two "harder" lists. Each student was encouraged to read the words instantly on sight or to continue through the lists until they were able to read a subsequent word. A total of 35 (79%) of the 44 students in grades 1 and 2 successfully read aloud, on sight, at least 90% of the words presented to them.

Objective 2: During the 1977-1978 school year students will develop basic skills in reading as indicated by an improvement of at least two (2) percentile points in the average student's national percentile rank, between May 1977 and May 1978 administrations of the California Achievement Tests (Reading Vocabulary and Reading Comprehension sections).

This objective was partially attained. Between May 1977 and May 1978 current grades 4, 7, and 8 exhibited gains in average score on the Reading Vocabulary section of the California Achievement Tests which were sufficient to improve the average student's national percentile rank by at least two percentile points. Only current grade 7 students improved their national percentile rank in Reading Comprehension by two percentile points. Students in Grades 5 and 6 in Reading Vocabulary and in grades 4, 5, 6, and 8 in Reading Comprehension failed to improve their percentile ranks of the previous year.

It should be noted that grades 2 and 3 were not included in this year's analyses. Moreover, the expected increase of two percentile points for average student scores was a more stringent expectation than in previous years. In the past, it was expected that the average student at each grade level would at least maintain the same rank from the previous school year. This year's expectation of improvement in national percentile rank by at least two percentile points may have been unrealistic.

Objective 3: With the assistance of paraprofessionals and a reading specialist teacher, project teachers will implement a system of individualized instruction in basic academic skill areas (reading, language arts, and mathematics) as determined by systematic observations of IEC classrooms with the Learning Environment Checklist using the following criteria: (1) students will be working in small groups (2-10) and/or as individuals during at least 80% of the observed time; (2) in less than 5% of the observed time all students will be working on the same assignment; (3) in at least 40% of the observed time the project teachers will be working with individuals and/or small groups (2-10) of students; (4) during at least 25% of the observed time paraprofessionals will be working with individual students; and (5) students will be involved with individual activities (self-selected or teacher directed) during at least 35% of observed time.

This obective was partially attained. Parts 1, 3, and 4, were attained; parts 2 and 5 were not.

During 36 classroom observations' IEC teachers attempted to individualize instruction through effective grouping procedures, teacher-directed and student-selected individual activities, and the judicious use of a wide variety of available multimedia equipment and instructional materials.

Observation findings pertaining to respective parts of the objective revealed the following: (1) students were working in small groups and/or as individuals during 87% of observed time, (2) all students were working on the same assignment during 7% of observed time, (3) teachers were working with individuals and/or small groups (2-10) of students during 75% of observed time, (4) paraprofessionals were working with individual students during 31% of observed time, and (5) students were involved with individual activities (self-selected or teacher directed) during 28% of observed time.

IMPACT

The IEC was fully implemented according to its intended mode of operation and continued to provide a compensatory program of individualized instruction designed to remediate the academic deficiencies of students from different neighborhoods within the Archdiocese of Philadelphia. During the current school year, students in grades 1 and 2 developed an appropriate sight vocabulary by exhibiting mastery on a basic sight word vacabulary list. Students in grades 4, 7, and 8 evidenced growth in reading vocabulary by improving their national percentile ranks by at least two percentile points from the previous school year on a standardized achievement test. Students in grade 7 showed similar improvement in reading comprehension.

DISTRICT READING PROJECTS - SECONDARY
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Philip Pitis
HEADQUARTERS: Room 505 B, 21st Street and Parkway
TELEPHONE: 299-7718
PBRS CODE: 811-18-579
OPERATING YEARS: 1975-1978 (Formerly Intensive Reading For Secondary Students)
GRADES SERVED: 7-12
NO. OF PUPILS: 29,045
NO. OF SCHOOLS: 35
NO. OF EMPLOYEES: Professional 202, Paraprofessional 11, Clerical 0
CURRENT BUDGET: $3,734,905
SERVICE PROVIDED: Title I secondary students with reading deficits receive intensive instruction in reading via the assignment of additional reading personnel and reading periods in small-group instructional classes in accordance with the court order of August 4, 1975.
EVALUATION TEAM: Patricia B. Young

OBSERVED ACTIVITIES

Intensive Reading for Secondary Students supplements the regular Language Skills Program in 35 Title I eligible secondary schools. Title I eligible secondary students are provided with intensive reading instruction in small classes. Ten senior high schools, two secondary area vocational-technical schools (A.V.T.) and 20 junior high/middle schools were included in the program. Each school was visited by the program administrator and central office evaluation staff.

Schools were able to document participation in the program by records filed in each school. Interviews with school personnel and classroom visits in each school further documented that Intensive Reading for Secondary Students was fully operational.

Students scoring below the 26th percentile in Total Reading on the February, 1977 administration of the California Achievement Test (CAT) were eligible for the program. Those students who lacked CAT scores, were administered either the Total Reading section of the CAT or the Informal Reading Inventory (IRI) to determine eligibility.

In junior high/middle schools, classes not exceeding 22 students received five additional reading periods a week. In senior/A.V.T. schools classes not exceeding 20 students received five additional reading periods a week. Twelfth grade A.V.T. students received two additional reading periods a week.

The reading leaders in 26 schools reported using informal or diagnostic instruments to supplement the information available from the CAT and IRI in assessing their pupils. Phonics, comprehension, vocabulary or spelling tests were typical of those used.

Reading leaders and teachers of reading in 20 schools stated that the effect of the math pull out program was a concern this year. Selected Title I eligible students are rostered out of reading for supplementary math two periods a week. Principals, school reading leaders and teachers of reading all reported that this affected the continuity of the reading program especially where instruction was geared for whole or small groups in lieu of individually prescribed instruction.

ATTAINMENT OF OBJECTIVES

Objective 1: The national percentile rank of the mean score of Title I students in grades 7-12 participating in the Intensive Reading for Secondary Schools Project will increase by three percentile points in each grade as measured by the Total Reading score of the California Achievement Test administered in February 1977 and 1978.

This objective was partially attained. In five grades, there was an increase in the percentile rank of the average score. In grades 8 and 9 there was an increase of 3 in the percentile rank of the average score from 1977 to 1978. The objective was attained in grades 8 and 9. In grades 10, 11 and 12 there was an increase of 1 in the percentile rank of the average score. In grade 7 there was no change in the percentile rank.

Objective 2: Selected Title I eligible A.V.T. students in grades 10 and 11 and Comprehensive high school students in grades 10-12 will receive five additional periods of reading per week in classes having an average schoolwide enrollment of 20 or fewer students.

This objective was attained. Visits to these schools, examination of the school roster, individual reading class lists and reading class observations revealed that all Title I eligible students were rostered for five additional periods per week. Twenty or fewer students were rostered for these reading classes.

Objective 3: Selected Title I eligible A.V.T. students in grade 12 will receive two additional periods of reading instruction per week in classes having an average schoolwide enrollment of 20 or fewer students.

This objective was attained. Visits to the two Title I eligible A.V.T. high schools, examination of the school roster and individual class lists revealed that all Title I eligible grade twelve students were rostered for two additional periods of reading per week. Twenty or fewer students were rostered for the reading classes.

Supplementary reading classes were offered by 380 teachers who taught from five to 25 periods a week. Of 235 full time (25 class periods a week) teachers of Title I reading, 174 (74%) were paid from Title I funds; 168 of these 174 (97%) possessed elementary certification. The continued improved adjustment of the elementary certified teacher to assignment at the secondary level was cited again this year by school reading leaders as a positive aspect of the program.

Space allocation for Title I reading classes was another improvement reported by most junior high/middle schools. In 10 junior high/middle schools all teachers of Title I reading were observed to have their own classrooms. In eight additional schools most teachers had their own classrooms and only a few had to float from room to room. In two schools, reading leaders reported that facilities had not improved since last year.

The classroom facilities for Title I reading in the senior high/A.V.T. varied. In one school all teachers were assigned classrooms located in the same part of the building. In other schools, Title I reading was observed being taught in large open spaces with or without partitions. Space allocated for reading was not centralized but spread throughout the building. Reading leaders judged that there was difficulty in coordinating the program due to overcrowding, lack of centralization of reading classrooms, noise and the difficulty of transporting reading materials from room to room by floating teachers.

Most principals, school reading leaders and English department chairmen reported that coordination of the reading and English components was accomplished largely through informal relationships among staff, which were good. In over half of the schools, members of the English faculty served on the school reading plan committee.

Only nine reading leaders reported that designated time had been set aside for staff development of reading teachers. The reading leaders in 22 schools reported that staff development occurred during department meetings, faculty meetings or common prep time. Staff development was reported to be concerned mostly with program development activities, such as ordering materials or review of guidelines.

Eighty-two classroom observations (grades 7-12) in Title I secondary schools revealed that pupils were grouped for reading in four different ways; homogeneously within grade (16 schools), across grade (5 schools); heterogeneously within grade (3 schools), across grade (7 schools). Students were observed using a variety of supplementary reading materials which were reflective of the specific skills reading approach of these secondary schools. Twenty-five of the 35 school reading leaders reported that the Title I reading materials were adequate for their pupil's needs. Pupils were working on the development of specific skills in literature, study skills, comprehension and word recognition. In several classes students were observed working on writing assignments such as term papers, book reports or daily logs.

Objective 4: Title I eligible junior/middle school students in grades 7-9 will receive five additional periods of reading instruction per week in classes having an average schoolwide enrollment of 22 or fewer students.

This objective was attained. Visits to the 20 junior/middle schools, examination of the school roster, the individual reading class lists and reading class observations revealed that all Title I eligible students in grades 7-9 were rostered for two additional periods of reading per week. Twenty-two or fewer students were rostered for these reading classes.

IMPACT

This program was fully operational for the entire school year. Classroom facilities for the program improved over last year in most schools. The adjustment of elementary certified teachers to secondary assignment and the coordination between English and reading compeonents in almost all schools was reported to have improved over the last three years.

Concern was expressed by the reading leaders in many schools about two aspects of the program. These were the lack of designated staff development time and the practice of removing pupils from Title I Reading to receive Title I Math services and its effect on the continuity of instruction.

The three implementation objectives were attained, and the achievement performance objective was partially attained. The percentile rank of the average score increased in 5 of 6 grades and remained the same in one grade, from 1977 to 1978. Grades 8 and 9 gained the projected 3 percentile points.

OPERATION INDIVIDUAL

(A Component of the COMPREHENSIVE READING PROJECT)

Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 238-3105
PBRS CODE: 811-06-502
OPERATING YEARS: 1972-1978
GRADES SERVED: 9-10
NO. OF PUPILS: Nonpublic 750
NO. OF SCHOOLS: Nonpublic 5
NO. OF EMPLOYEES: Professional 5, Paraprofessional 25, Clerical 0
CURRENT BUDGET: $197,600
SERVICE PROVIDED: For all project students, daily reading instruction by an aide-assisted reading teacher; for students receiving intensive service, block-rostering in basic skill subjects with an aide in each classroom.
EVALUATION TEAM: William E. Loue III, Judith Green*, Lisbeth R. Sklar

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OBSERVED ACTIVITIES

The project was found to be implemented in a manner generally consistent with the Title I Application.

Students whose school records indicated low reading scores on the Stanford Diagnostic Reading Test and/or low academic performance were eligible to receive daily instruction in reading.

Intensive reading service consisted of daily reading instruction by a reading teacher plus classes in mathematics, English, social studies and science where each subject-area teacher had an aide regularly available to assist individual students as a reading-related need arose.

Supportive reading services consisted of daily reading instruction by a reading teacher and/or a supervised reading aide.

ATTAINMENT OF OBJECTIVES

Objective 1: The average reading-comprehension score for all participating students on the Stanford Diagnostic Reading Test/Stanford Achievement Test will show at least a month-for-month gain (e.g., at least 0.7 GE in 7 months) from autumn pretest to spring posttest.

This objective was not attained. The average reading comprehension score for all participating students did not show a month-for-month gain. The combined gain for those students receiving intensive and supportive services was 0.25 GE in a seven-month period. Although these tests were validated for use as a pre-post measure by the publisher, it is possible that the lack of attainment was due to: (1) inappropriate selection of test levels for administration, (2) the norming sample being unrepresentative of Philadelphia students, and/or (3) the appropriateness of materials covered in a class in relation to the achievement measure.

IMPACT

Although specific implementation differed among the five participating schools, the project's operation was consistent with the Title I Application. Services focused primarily on the needs of eligible 9th-grade students, and secondarily on those of eligible 10th graders.

Although test results for the average student in the project fell short of the stated objective, the average 9th-grade student showed a greater gain than the average 10th-grade student (0.4 vs -0.1).

The lack of attainment of the stated objective may have been due to the inappropriateness of the test levels selected, the lack of comparability between the project participants and the norming population, and/or the lack of congruence of the instructional materials and the achievement measure. Immediate attention should be given to the selection of a more appropriate measure of reading achievement.

PRIMARY READING SKILLS CENTERS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 228-3105
PBRS CODE: 811-06-719
OPERATING YEARS: 1969-1978
GRADES SERVED: K-4
NO. OF PUPILS: Nonpublic 200
NO. OF SCHOOLS: Nonpublic 2
NO. OF EMPLOYEES: Professional 2, Paraprofessional 2, Clerical 0
CURRENT BUDGET: $61,000
SERVICE PROVIDED: Pupils spend up to one hour daily in reading-skills centers.
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters

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OBSERVED ACTIVITIES

The project's mode of operation was implemented at both centers. The instructional process was continued as in previous years. Both teachers, assisted by aides, used a variety of instructional materials to review, reinforce, and teach needed reading skills to the children.

Both sites served children in grades 2, 3, and 4. However, at one site, 25 first graders were also assisted. Large group as well as individualized instruction was observed. Children behaved well and attended to their assigned tasks. The physical facilities at both schools were quite adequate to serve the pupils.

At the beginning of the year, first graders were given alphabet tests while the others were given phonics inventories and reading inventories to assess their skills. These tests helped in the selection of pupils and in the development of prescriptions for instruction. Kits, charts, workbooks, and readers were used during the various instructional sessions.

Both project teachers attended staff development sessions with the Improvement of Reading Skills "A" teachers. At these meetings various new methods, techniques, and procedures were discussed.

ATTAINMENT OF OBJECTIVES

Objective 1: All participating pupils in first grade will develop their alphabet recognition skills to the extent that they will achieve an average score of at least 50 on a 52-item Alphabet-Recognition Test administered in May.

This objective was not attained. At the end of the year, 24 first-grade pupils were given a 52-item alphabet test on which a mean score of 46.5 was attained. Twenty-one of the 24 pupils attained the criterion of 50 items correct. The expectation of a score of 50 or more for all pupils was excessive.

Objective 2: All participating pupils in Grades 2-4 will demonstrate gains in reading achievement so that their word attack skills improve to the extent that on the average there is an increase of at least 20 points in the percentage of pupils attaining an 80% mastery score on the Botel Phonics Inventory between the September pretest and the May posttest.

This objective was attained. Of the 100 pupils tested early in the year, 17 achieved the mastery criterion. At the end of the year, 41 pupils attained mastery, indicating an increase of 24 points in the percentage of pupils mastering phonics skills.

Objective 3: All participating pupils in grades 2-4 will demonstrate gains in reading achievement to the extent that on the average they will gain at least two book levels between the September pretest and May posttest on a group informal reading inventory (IRI).

This objective was attained. When pupils were tested for their decoding and comprehension skills using informal reading inventories, 52 of 86 pupils (60%) had gained two or more book levels in the period between the administration of the pretests and posttests. Ten pupils made no gains and 24 pupils gained one book level. The median gain was two book levels of growth.

IMPACT

This reading program, provided to pupils in first to fourth grades at two centers, continues to help low-achieving children improve thier reading skills. In first grade, most pupils had mastered the letters of the alphabet. In grades two through four, by the end of the year, 41% of the pupils had mastered 80% of the phonics items tested and 60% had progressed through two book levels, which is the expected reading growth for pupils without reading difficulties.

READING IMPROVEMENT THROUGH TEACHER EDUCATION
(ESEA TITLE I COMPONENT)
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 228-3105
PBRS CODE: 811-06-537
OPERATING YEARS: 1972-1978
GRADES SERVED: K-12
NO. OF PUPILS: In-service staff-development project for 268 teachers (12,766 pupils)
NO. OF SCHOOLS: 43
NO. OF EMPLOYEES: Professional 11, Paraprofessional 0, Clerical 1
CURRENT BUDGET: $241,000
SERVICE PROVIDED: Reading specialists serve as instructors, trainers, and helpers for the project teachers upon request.
EVALUATION TEAM: Robert N. Sebastian, Ethel K. Goldberg, David Patton

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OBSERVED ACTIVITIES

The project's planned mode of operation was fully implemented.

Six RITE elementary school consultants indicated in their Contact Frequency Reports that they had made 755 half-day visits to project participants in 32 schools from October 1977 to April 1978. Staff members gave 749 teaching demonstrations in individual classrooms; held 1,159 conferences with principals, school reading coordinators, and other administrators; and completed 309 classroom observations of project participants. RITE staffers also tailored personal consultation sessions on reading instruction to the needs of teachers on 1,857 occasions.

Providing service to new teachers, RITE elementary consultants visited 26 beginning teachers in 32 project schools 646 times, comprising 22% of the total number of individual teacher contacts. Consultants averaged 24.8 contacts per new teacher for the year. Topics for contacts were based on individual interests and desires of teachers and generally reflected the project's objectives with the greatest emphasis on reading approaches and skills, classroom organization and management, reading problem diagnosis and prescription, and independent reading activities.

Elementary consultants also conducted two new teachers' seminars, three cluster workshops (attended by participants from 23 schools), 16 onsite school workshops, and two coordinators' workshops.

Concentrating on introducing new techniques to enhance pupils' reading readiness skills, the two RITE kindergarten specialists completed 325 half-day visits to 23 kindergarten teachers. Through observations, teaching demonstrations, and individual conferences, project staff tailored consultation sessions to meet the needs of individual teachers.

Assistance to teachers during either conferences, demonstrations, or observations was divided into the following categories: listening and language skills (45%), diagnosis and prescription (11%), grouping (7%), room arrangement (4%), visual displays (4%), curriculum planning (19%), classroom routines (6%), and use of paraprofessional help (4%). Kindergarten consultants also held seven workshops on topics of interest to kindergarten teachers.

Following a new project emphasis on secondary school reading programs, a specially assigned RITE consultant completed 134 half-day visits to teachers in five project high schools. The consultant gave personalized help to teachers through 311 individual conferences, 17 demonstrations, 24 observations, and the provision of special reading materaials.

To organize high school reading programs and help set priorities, the RITE consultant held 55 conferences with principals, 31 with department heads, and 79 with studies directors, improvement-of-reading teachers, counselors, and librarians. Also, group services included two workshops for secondary reading/English teachers and seven workshop meetings for teacher aides.

ATTAINMENT OF OBJECTIVES

Objective 1: During the current school year, the RITE staff will provide at least 3,000 individual service contacts to elementary and secondary teachers in the areas of: reading approaches, diagnosis and prescription, varied independent activities, and reading lesson organization and management. A service contact is defined as a scheduled conference, an observation, or a demonstration. Project staff will complete Contact Frequency Reports every two (2) months.

This objective was attained. In Contact Frequency Reports completed every two months, project staff indicated that there were 3,267 individual service contacts to teachers from September 1977 to April 1978. Contacts covered the areas of reading approaches (45%), diagnosis and prescription (17%), varied independent activities (13%), and reading lesson organization and management (25%).

Objective 2: Teachers (K-12) new to the RITE Project will improve their instructional skills so that they are able to: (a) diagnose and prescribe for individual pupil needs, (b) provide useful and varied activities for extending children's listening and language skills, and (c) organize and manage their classroom reading program effectively to the extent that, on the average, participating teachers will demonstrate specific levels of assimilation of each of the above sections as measured by the RITE Observational System.

This objective was fully attained. In the late spring, teachers referred for priority RITE services were scored by evaluators on their assimilation of special instructional techniques. The ten high priority kindergarten teachers, rated on the 24-item Kindergarten Observational Rating Scale, achieved an average score of 30.5, exceeding the mastery criterion score of 24 by 6.5 points.

Ten of 23 high priority elementary teachers were rated on the 28-item Elementary Observational Rating Scale. They achieved an average score of 32, exceeding the mastery criterion score of 28 by 4 points.

Four of five high priority high school teachers were rated by evaluators on the 19-item Secondary Observational Rating Sclae. Their average score was 33.5, exceeding by 14.5 points the mastery criterion of 19 items correct.

Objective 3: Participating kindergarten children will improve their developmental skills so that by May 1978 60% of the children will show mastery of 80% of Level 5-5½ Skills and 80 % of the children will show mastery of 100% of the Pre-School Skills, as measured by the Santa Clara Inventory of Developmental Tasks.

This objective was fully attained. A ten percent sample of all tested kindergarten children was selected from each participating kindergarten classroom. Ninety-four percent of the children mastered 80% or more of the Level 5-5½ Skills on the Santa Clara Inventory of Developmental Tasks. Eighty-eight percent of the pupils demonstrated mastery of 100% of the Pre-School Skills on the Inventory.

IMPACT

The RITE project's intended mode of operation was fully implemented in its elementary school component, RITE reading specialists provided in-service training through workshops and individual consultations to primary and intermediate grade teachers. They also assisted principals and reading coordinators in organizing their schools' reading programs.

RITE kindergarten specialists trained teachers to enhance pupils' reading readiness skills through workshops, meetings, and individual service contacts focusing on readiness-skill instruction.

A RITE secondary school specialist provided consultation on reading instruction to individual and groups of teachers in five project high schools. The specialist also worked with school administrators to help establish and refine reading program priorities.

A review of Contact Frequency Reports revealed that the RITE staff successfully completed 3,267 individual service contacts to elementary and secondary teachers concerning specific reading instruction skills. In addition, RITE kindergarten specialists completed 325 half-day visits to 23 kindergarten teachers, providing them with new techniques to enhance pupils' reading readiness skills.

Systematic observations were made of kindergarten, elementary, and secondary classrooms taught by new participants in the RITE rpoject who received high-priority, intensive training. Results indicated the project was successful in helping teachers (1) diagnose and prescribe for reading and reading readiness needs, (2) create activities to extend pupils' listening and language skills, and (3) organize and manage classroom reading programs.

Using the Santa Clara Inventory of Developmental Tasks for diagnosis and prescription, kindergarten teachers helped children improve their developmental skills so that by the end of the year 94% of the children had mastered 80% or more of Level 5-5½ Skills and 88% mastered 100% of the Pre-School Skills.

Generally, evaluators observed a high quality of reading consultation services provided by RITE specialists as well as an enthusiastic reception of those services by project teachers and administrators.

The project also resulted in observable positive changes in the teaching behaviors (in reading approaches, diagnosis and prescription, creation of independent activities, and classroom organization and management) of project participants. Characterized by intensive group and individual inservice training, the RITE project continued to meet its goals of ongoing improvement in participants' reading and reading-readiness instruction.

SUMMER READING READINESS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 5th and Luzerne Streets
TELEPHONE: 228-3105
PBRS CODE: 811-06-651
OPERATING YEARS: 1972-1978
GRADES SERVED: K-1
NO. OF PUPILS: Public 800, Nonpublic 1,700
NO. OF SCHOOLS: Nonpublic 36
NO. OF EMPLOYEES: Professional 156, Paraprofessional 0, Clerical 0
CURRENT BUDGET: Regular None, Summer $148,800, Total $148,800
SERVICE PROVIDED: Children from eligible public and nonpublic schools attended designated centers each morning for approximately six weeks during the summer for appropriate learning experiences.
EVALUATION TEAM: William E. Loue III

OBSERVED ACTIVITIES

The project was fully implemented in a manner consistent with the Title I Application. The project was attended by 823 pre-first-grade children (Priority 1) and 454 low-achieving first-grade children (Priority 2). There were 125 classroom groups at the 36 participating schools. Each group had its own teacher and usually included children of only one priority classification.

ATTAINMENT OF OBJECTIVES

Objective 1: At the conclusion of the six-week project term, at least 60% of the pre-first-grade pupils who attend at least 75% of the project sessions will have acquired skills in aural comprehension (such as abilities to pay attention to, organize, infer from, and retain what has been heard) as indicated by the attainment of a score of at least 18 correct items out of 28 on Part 4, Aural Comprehension, of the Stanford Early School Achievement Test (SESAT).

This objective was fully attained. Of the 625 Priority 1 children who attended at least 21 of their 28 sessions, 619 had Part 4 scores reported by their project teachers. Of those, 404 (65%) attained the criterion score of at least 18 correct items. This percentage surpassed the specified minimum of 60%. Of the 36 schools in the project, 23 had success rates of at least 60%.

Objective 2a: At the conclusion of the six-week project term, at least 60% of the underachieving first-grade pupils who attend at least 75% of the project *sessions will have improved their basic reading-readiness skills to the extent indicated by mastery of consonants and vowels specified for their respective entry levels, such mastery recorded on the project's Diagnostic Profile.*

This objective was not attained. The pupil's mastery or nonmastery of each of 74 elements (single consonants and vowels in various contexts) was recorded in May by the first-grade teacher and in the final week of the project by the pupil's summer teacher. Expected growth was on a sliding scale keyed to the individual's developmental level in May.

Of the 270 Priority 2 children who attended at least 21 of their 28 sessions, 206 had usable Diagnostic Profiles submitted by their summer teachers. Of those, 107 (52%) made the amount of progress specified for their respective entry levels. This percentage fell short of the minimum expectation of 60%. Of the 28 schools that submitted usable profiles, 12 had success rates of at least 60%.

Objective 2b: At the conclusion of the six-week project term, at least 60% of the underachieving first-grade pupils who attend at least 75% of the project sessions will have improved their basic reading-readiness skills to the extent indicated by recognition of at least 15 new words (or mastery of the entire list) on the Sight Word List.

This objective was fully attained. The pupil's mastery or nonmastery of each of 60 preprimer and primer words was recorded in May by the first-grade teacher and in the final week of the project by the pupil's summer teacher.

Of the 270 Priority 2 children who attended at least 21 of their 28 sessions, 247 had usable Sight Word Lists submitted by their summer teachers. Of those, 167 (68%) made the amount of progress specified in the stated objective. This percentage surpassed the minimum expectation of 60%. Of the 29 schools that submitted usable forms, 19 had success rates of at least 60%.

IMPACT

The Summer Reading Readiness project served 823 children about to enter first grade and 454 children who had completed the first grade with less-than-satisfactory academic achievement. The project was fully implemented in harmony with the Title I Application.

Of the preschoolers who attended at least three fourths of the project sessions and took the SESAT Aural Comprehension subtest, 65% earned the specified score of at least 18 correct items. Of the first graders who attended at least three fourths of the project sessions and were rated on the Diagnostic Profile and/or the Sight Word List, 52% made the specified gains in mastery of single vowels and consonants in various contexts, and 68% made the specified progress in word recognition. Thus, with each of its objectives calling for 60% of the pupils to meet its respective criterion, the project attained its objective for the pre-first-grade children and one of its two objectives for the low-achieving first graders.

of single vowels and consonants in various contexts, and 68% made the specified progress in word recognition. Thus, with each of its objectives calling for 60% of the pupils to meet its respective criterion, the project attained its objective for the pre-first-grade children and one of its two objectives for the low-achieving first graders.

COMPUTER-MANAGED INSTRUCTION

Abstract

ADMINISTRATOR: Sylvia Charp
HEADQUARTERS: 5th floor, Fifth and Luzerne Streets
TELEPHONE: BA 9-9492
PBRS CODE: 811-24-846
OPERATING YEARS: 1966-1977 (Reorganized in 1974)
GRADES SERVED: 1-12
NO. OF PUPILS: 1,350
NO. OF SCHOOLS: 19
NO. OF EMPLOYEES: Professional 2, Paraprofessional 1, Clerical 1
CURRENT BUDGET: $150,000
SERVICE PROVIDED: Pupils receive individualized instruction and reinforcement in reading and mathematics in which diagnosis of pupil needs, prescription, evaluation, and management of instructional facilities are computer-managed.
EVALUATION TEAM: Robert N. Sebastian, Ethel K. Goldberg, David Patton

OBSERVED ACTIVITIES

During 1977-1978, the Computer Managed Instruction (CMI) project, the Title I portion of the Instructional Systems Division, included four components: a reading skills center program, a math drill and practice program, beginning reading, and an instructional management program.

The reading skills program operated in 14 elementary schools containing reading skills centers. One to two computer terminals were located in each center. Typically, teachers selected students from reading classes to use the computer-based reading in order to provide them with extra motivation or more intensive individualized instruction. Instructional programs were used for either comprehension or decoding, in conjunction with off-line reading activities. A total of 25 terminals were used for 2,503 hours "connect time" between October and April.

A math drill and practice program provided with the Hewlett-Packard computer system was in full-time operation at five terminals in one junior high school, and in partial use at six middle schools and one high school. Individualized instruction was provided pupils in several mathematics skill areas. The program, additionally, provided the teacher with detailed statistical analyses of both individuals and groups of students in selected math subtopics.

The beginning reading program, termed Project SABRE, was in operation on 15 terminals in two schools for only a portion of the school year. Personnel cutbacks and delays in installation of equipment and instructional software postponed the start-up. Since April, 1978, elementary students have been exposed to a high-technology reading environment which includes instruction via audio-cassette in addition to work at the cathode ray terminal.

The Instructional Management Program (IMP) operated in two middle schools to remediate students in communications arts, math, science, and social studies. The computer-based diagnostic and prescriptive program referred students to off-line materials in six cognitive and interpersonal areas.

ATTAINMENT OF OBJECTIVES

Objective 1: Reading Skills Center pupils will show mastery on 70% of the reading comprehension posttests on topics completed.

This objective was attained. A total of 718 primary students in 14 schools were exposed to the computer-based comprehension component. Over 93% of the reading comprehension tests were passed following completion of the reading topics which incorporated skills necessary for competence in each of 17 different areas of comprehension Of the 305 posttests taken, 284 were successfully completed by students who had completed the instruction and reinforcement activities.

Objective 2: Participating primary grade pupils will improve in the fundamentals of arithmetic as demonstrated by completion, on average, of 15 units of Drill and Practice math as indicated by computer-given block tests.

This objective was attained. The 96 participating students completed an average (mean) of 31 blocks of material. The blocks, arranged in a sequence similar to the chapters of a book, each contained 10 to 20 problems designed to drill the students in mathematical operations at several levels of difficulty.

Objective 3: Project SABRE participants will improve in reading skills as measured by group informal reading inventories administered in November and June.

Attainment of this objective could not be determined. Because of budget constraints in target schools, proctors were not made available for the in-school computer facility. A nonprofessional aide was obtained in time to begin the program in April in a school not originally included in the project. Pretest and posttest comparative scores were therefore not available.

Objective 4: The CMI project will demonstrate cost-effectiveness as determined by a comparison of the technology-based system with comparable labor-intensive classroom arrangements.

This objective was attained. A unit of CMI output defined as the "instructional hour," or time-on-task within the instructional system was devised based upon all of the operational, curriculum development, and equipment costs for the 1976-1977 school year. The current range of CMI costs per instructional hour were computed to be between $.08 and $.40, as compared with median labor costs (the cost of a teacher in a traditional classroom) of over $.50 per instructional hour. The annual additional cost per student of $34.09 makes the use of such a technology-based system competetive with alternative media of instruction.

IMPACT

All but one component of the Computer-Managed Instruction project were fully implemented and functioning well above expectations. The students serviced by the operational Title I programs performed at a high level of instructional efficiency.

In addition to its efficiency, the CMI system was shown to be a low-cost medium of mass instruction when development, installation, and operations costs were amortized over the actual life of the project.

EDUCATION IN WORLD AFFAIRS
Abstract

ADMINISTRATOR: Margaret Lonzetta
HEADQUARTERS: World Affairs Council, Wanamaker's, 13th and Market Streets
TELEPHONE: LO 3-5363
PBRS CODE: 811-03-556
OPERATING YEARS: 1966-1978
GRADES SERVED: 6-12
NO. OF PUPILS: Public 2,100, Nonpublic 525
NO. OF SCHOOLS: Public 59, Nonpublic 10
NO. OF EMPLOYEES: Professional 2, Paraprofessional 0, Clerical 0
CURRENT BUDGET: $117,500
SERVICE PROVIDED: A basic skill program that promotes knowledge and understanding of current world situations and the interdependence of all nations. Books, magazines, booklets, films, guest speakers, trips, and conferences are planned and provided for participating students. Workshops and teaching guides are provided for teachers.
EVALUATION TEAM: William E. Loue III, Judith Green, Lisbeth R. Sklar*

OBSERVED ACTIVITIES

The project operated in general harmony with specifications stated in this year's proposal. Education in World Affairs (EWA) provided effectively coordinated programs for 35 upper elementary, 24 junior high, and 15 senior high classes in 59 public and 10 non-public schools. The project director and one liaison teacher worked together to organize special programs and trips, and to prepare and disseminate books, charts, posters, filmstrips, booklets and background notes for each unit of study. Student materials specially prepared by EWA included information on the topics studied and a variety of basic skill activity pages to stimulate student learning. Teachers who volunteered to act as project sponsors in their schools received these materials and services.

At the beginning of the project year, introductory planning workshops for elementary, junior and senior high level teachers were held at the project headquarters and at local museums and institutions that host participating students throughout the school year. Teachers in attendance were introduced to the topics, materials, and trips selected for this year. Teachers were encouraged to share experiences and make comments, criticisims, and suggestions to the project staff.

A combined-level culminating workshop was held at the end of the school year. Teachers in attendance heard guest speakers, received suggestions for handling materials and were briefed on the new guidelines and programmatic changes for the coming project year.

The purpose of the project was to introduce participating students to the concept of world interdependence and to extend their knowledge of important global problems. Elementary students studied three units this year: One World/Interdependence, Clothing, and Shelter. The junior-high groups studied two units: One World/Interdependence and Energy. Senior high groups studied three topics currently in the news: Namibia, the Changing Middle East and Southern Africa. Speakers visited the classrooms and talked about their respective countries or areas of expertise. Trips were taken to various cultural facilities where specially prepared programs and lectures were presented to the EWA students. Elementary classes developed original presentations which they gave at end-of-year culminating programs held in each district; junior high classes participated in a World Fair. Senior high students participated in forums and seminars on additional topics including Terrorism and the Earth's Resources. They also conducted and participated in a model United Nations, and a model Senate Foreign Relations Committee Hearing.

Due to problems beyond the control of EWA, the elementary and junior high school liaison teachers who were selected in the fall were not officially appointed until April. As a result, the project administrator and staff had to assume these duties for most of the year in addition to their own. The newly appointed liaison teachers have since assumed all program responsibilities. In spite of this personnel handicap, all participating classes have received materials, guest speakers and have attended the special programs.

ATTAINMENT OF OBJECTIVES

Objective 1: During the 1977-1978 school year, students in Grades 6-9 participating in the EWA program will improve their knowledge of global issues as evidenced by a significantly (p<.10) greater number of students demonstrating mastery between the Fall and Spring administrations of the Global Issues Vocabulary Test.

The attainment of this objective could not be determined because appointment of the elementary and junior high liaison teachers was delayed until April, 1978. Therefore, tests could not be administered.

Objective 2: During the 1977-1978 school year, students in Grades 10-12 participating in the EWA program will improve their knowledge of concepts related to international affairs and the working of international politics as evidenced by a significant (p<.10) increase in posttest scores on the International Political Information Test administered in the Fall and Spring.

This objective was attained. The International Political Information Test was developed cooperatively by the evaluation team and the project staff. The 25 test items included vocabulary basic to geography, human rights, economics, politics, and the human condition. An analysis of the results revealed an average gain of one point in the mean score from pretest to posttest for 66 students in 5 randomly selected classrooms. Although this gain is statistically significant, the evaluation team has suggested exploring more meaningful indicators of project success, such as the establishment of mastery levels for each subtest of the International Political Information Test.

IMPACT

The Education in World Affairs project during the 1977-1978 school year provided participating students with background information about important global problems and the concepts of interdependence. Instruction was organized into units and followed a multifaceted approach which included written and visual materials, trips, special programs, the guest speakers. Elementary and junior high classes participated in end-of-year culminating programs. Evaluators' observations of EWA programs verified attendance and participation by students at every level. Students in Grades 6-9 were not tested this year because the elementary and junior high liaison teachers were not appointed by the School District until April.

Senior high students participating in seminars and forum discussions, the model United Nations, and model Senate Hearings appeared to be very well prepared for these events. An analysis of test results for senior high students revealed a statistically significant increase in mean posttest scores. (It should be noted that these results reflected a gain of only one item). The evaluation team recommented that future testing efforts include the establishment of mastery levels to provide a more meaningful indication of project impact. The EWA staff has begun to reexamine their senior high materials and teacher-support in response to this recommendation.

Finally, Planning-workshop sessions for participating teachers provided an opportunity for dissemination of information and informal sharing of ideas among teachers and project personnel. The evaluation team concluded that the project integrated advanced educational practices with many of the finest available materials to provide a relevant, well-planned educational experience.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Abstract

ADMINISTRATOR: Eleanor Sandstrom
HEADQUARTERS: Room 300, 21st Street and Parkway
TELEPHONE: 299-7791
PBRS CODE: 811-02-551
OPERATING YEARS: 1966-1978 (Originally English as a Second Language)
GRADES SERVED: PK-12
NO. OF PUPILS: Public 2,655, Nonpublic 570
NO. OF SCHOOLS: Public 24, Nonpublic 9
NO. OF EMPLOYEES: Professional 59, Paraprofessional 6, Clerical 2
CURRENT BUDGET: $1,188,000
SERVICE PROVIDED: Teaching English to speakers of other languages
EVALUATION TEAM: Robert M. Offenberg, Bob Epstein, Carlos Rodriguez-Acosta

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OBSERVED ACTIVITIES

The project's intended mode of operation was implemented. Through the use of a computerized file of pupils screened during the past three years, and through administration of the Philadelphia ESOL Screening Test, placement decisions were made for approximately 10,000 pupils at Title-I-eligible schools. In the schools where service was provided by the Title I English to Speakers of Other Languages program, 4,868 pupils were located through the file and 3,194 were screened.

Program supervisory personnel tested 72 pupils at Title-I-eligible schools where no service was planned for the current year. When a pupil entitled to assistance was found, the supervisory personnel were to contact the principal, in order that the pupil be informed of the right to transfer to a nearby school offering an appropriate program.

Evaluators made 36 visits to program schools through April 1977. These visits suggested that screening, instruction and testing were carried out in accordance with the proposal. At many sites bilingual instruction supplemented instruction in English.

Evaluators found that teachers followed the project design by avoiding switching from one language to another inappropriately. Evaluators had the impression that reading skills in English received more emphasis this year than in the past. One ESOL class was observed meeting in a classroom where other activities were taking place.

In conclusion, the ESOL project was conducted in a manner consistent with the proposal. Extraordinary efforts were extended by program staff to identify all pupils whose first language was not English and who had not mastered English language skills.

ATTAINMENT OF OBJECTIVES

Objective 1: The longer a pupil studies ESOL, the higher he/she will score on the Test of Aural Comprehension of English (TAC) when the pupil's background is taken into account. A regression equation computed on tests administered in March, 1978 will show a statistically significant relationship (p<.10) between the length of time a pupil studied ESOL and TAC scores when sex, age, grade, place of birth, mother tongue and length of residence on the mainland are controlled.

This objective was attained. The TAC was administered in May and June to 1,300 pupils attending schools with at least one Title I ESOL teacher. Analyses indicated a positive relationship between test score and the length of time a pupil has been enrolled in an ESOL program. This relationship was significant (p<.10) independent of grade, length of residence in an English-speaking environment, and other variables.

Objective 2: Pupils enrolled in ESOL will show increased facility in speaking English as demonstrated by a statistically significant (p<.10) correlation between the number of months pupils have studied ESOL and their scores on the speaking section of the ESOL Screening Test when the pupil's mastery of English at the time of enrollment is controlled.

This objective was attained. Preliminary analyses of the 172 pupils of a stratified random sample indicate significant positive relations between the number of months a pupil has been in the program and his/her scores on the two speaking sections of the ESOL Screening Test. These results were found both for pupils who were screened last year and for those screened this year.

Pupils who had more contact hours per week scored higher than those with fewer hours of ESOL per week when year of enrollment and prescore were controlled. Thus different aspects of the analyses (number of months in ESOL, number of hours per week in ESOL) independently confirmed that the program had a positive effect on pupils' speaking performance. These analyses controlled for the pretest score without assuming its effects were linear.

IMPACT

The ESOL project was conducted in a manner consistent with the program's intended mode of operation. Placement decisions were made for about 8,000 pupils at program schools through use of a computer file and the administration of screening tests.

Analyses of aural comprehension and speaking ability suggest that the program enhances pupils' skills in both areas to a statistically significant degree when the effects of other variables are controlled.

FOLLOW THROUGH (ESEA TITLE I COMPONENT)

ADMINISTRATOR: Leontine D Scott
HEADQUARTERS: Room 510, 21st Street and Parkway
TELEPHONE: 299-7659
PBRS CODE: 811-01(02)-699, 811-01(02)-511, 811-14-748
OPERATING YEARS: 1968-1978
GRADES SERVED: K-3
NO. OF PUPILS: 10,907
NO. OF SCHOOLS: 43
NO. OF EMPLOYEES: Professional 80, Paraprofessional 220, Clerical 4, Other 2
CURRENT BUDGET: $4,923,300
SERVICE PROVIDED: Seven of the 22 Follow Through models are represented in Philadelphia, each model-sponsor contracted to provide staff-development and consulting services for implementation of a specific instructional approach. Special funding is provided to develop effective levels of parent involvement and special supportive medical, dental, psychological, social, and nutritional services for pupils.
EVALUATION TEAM: Thomas McNamara, Judith Goodwin, John McKinney Anne Lukshus

OBSERVED ACTIVITIES

The intended mode of operation in the original program as a whole was partially attained. This was despite the wide-sweeping negative effects on implementation arising from the decision by the U.S.O.E. to begin rigidly enforcing the educational deprivation criterion, which in turn engendered a non-compliance situation under CSA guidelines, both circumstances combining to produce reduced program sites and classes within site, as well as continued confusion as the enforced need for reorganization was gradually extended further and further into the school year. Implementation in the Bank Street and Behavior Analysis Models remains overall at the high level that has become characteristic of these approaches; the former model operates in one less school (now in the expansion program) due to the reorganization. The Bilingual Model, which also had one of its sites transferred to the expanison program, continues to improve as a whole; both sites are improving but this is particularly evident at the one school in this model that was consistently problem-ridden previously. The EDC Model continued to maintain the overall good level of implementation previously attained; the appointment of a new District Liaison Assistant (DLA) for this model, on the retirement of the previous DLA, was unable to be accomplished till late in the school year; one EDC school was also moved into the expansion program. The Florida Parent Model is no longer represented in Philadelphia; one of the two schools was transferred to the expansion program in the reorganization; the remaining school, at the request of the District Superintendent will become affiliated with the Behavior Analysis Model, as of next year, in the form of the first adopting site associated with the new Behavior Analysis Resource Center, a new operation for the latter model after being awarded the status of a nationally effective program by the Joint Dissemination Review Panel (JDRP). The Parent Implemented and Philadelphia Process Models, both users of the latter's process approach, have experienced some implementation problems this year, particularly due to the loss of some expeditors and instructional specialists, but the overall level of implementation remains good.

The parent involvement component, due to renewed efforts overall and especially the work of support personnel, is once again at a very high level in all sites in spite of the repercussions among parents regarding the Title I directives; the model management system is also functioning well once again after the reorganization upheavals of the early part of the year.

The supportive services component has again been subjected to reduced availability of funds; the funding situation has dictated that regular School District services be primarily relied on in the medical area, while the limited monies available are channeled into providing special dental and psychological services; the social services component has been affected by the loss of special school community coordinators, but new parent involvement coordinators are now assisting.

ATTAINMENT OF OBJECTIVES

Objective 1: In at least 2/3 of the expansion program schools, second grade pupils in Total Reading on the California Achievement Test (CAT) in February, 1978 will have a smaller percentage scoring below the 50th percentile than the total second grade group in these same schools in February, 1977.

This objective was considered partially attained. Full attainment of the stipulated two-thirds would require that at least 19 of the 29 schools meet the criterion. Since only eleven schools showed a smaller percentage below the 50th percentile this year, there was definitely not complete attainment; since the eleven schools that did meet the criterion constitute more than 1/3, however, a judgment of partial attainment appeared to be in order.

Objective 2: In at least three of the seven models in the original program, third grade pupils in Total Reading on the CAT in February, 1978 will have a smaller percentage scoring below the 50th percentile than the total third grade group in these same models in February, 1977.

This objective was not attained. Only one of the six models, the single-school Parent Implemented Model met this objective. (As of Fall, 1977-1978 there were only six models in Philadelphia; the seventh, the Parent Education Model, ceased to be affiliated with the city at that time.)

Objective 3: In at least 2/3 of the original program schools there will be at least one hour of parent volunteer time monthly to match the number of children in the program and at least 70% of the program parents will attend one school meeting or affair during the school year.

This objective was not attained. Only 2 of the 14 schools met the criterion regarding volunteer hours (at least 9 would be required for the two-thirds stated in the objective). Only 4 schools met the criterion regarding attendance at a school meeting.

Special Supplementary Objectives Requested September 1977

Objective 1A: In 3/4 of the program schools, at least 90% of the pupils will receive medical screenings either from School District Health Services staff or from physicians participating in the Collaborative Health Assessment Program (CHAP), and at least 75% of those referred for care will receive treatment in those schools which have specially contracted medical services.

This objective was partially attained. On the first criterion more than the required percentage was met; 100% of the K-3 children in all of the program schools received medical screenings from School District Health Services staff. As regards the second criterion, concerning treatment, it is impossible to determine whether it was met or not at this point. Twenty of the 43 (combined original and expansion program) schools had special contracts for medical services by the second half of the school year, but it will be at least mid - to late summer before exact treatment information can be obtained from the contracting agencies. Apart from the question of specially contracted services, treatment was consistently provided to children in need in better than 3/4 (33) of the 43 program schools through general School District arrangements with physician participants in the Collaborative Health Assessment Program (CHAP).

Objective 2A: In 3/4 of the program schools where the above screening and treatment percentages have been met in second and third grade prior to mid-year testing in February, 1978, a smaller percentage of pupils in each of these grades in Total Reading on the California Achievement Test (CAT) will score below the 50th percentile than the total respective second or third grade group in these same schools in February, 1977.

This objective must be considered non-applicable at this point because of the present unavailability of exact treatment figures. Thre is also a great likelihood that the combined screening and treatment circumstances which this objective assumes either did not occur before February testing or occurred in such a small number of instances that attainment/non-attainment becomes de facto of little import.

Objective 3A: In 3/4 of the program schools where specially contracted dental services can be arranged, at last 90% of the pupils will receive dental screenings and at least 75% of those referred for care will receive treatment.

This objective as stated must also be regarded as non-applicable at this point because of the unavailability of specific information from the contracting agencies. Seventeen of the 43 schools had special contractual arrangements for this service but exact data are lacking at this time. Again, however, apart from the question of specially contracted services, there was ample provision for at least the screening aspect of this objective; 100% of the pupils in First and Third Grade received dental screenings from School District Health Services staff in all 43 of the program schools.

IMPACT

This year marked a new and, unfortunately, predominantly negative phase for both the original and the expansion programs, due in large measure to the decision by the U.S.O.E. to begin rigidly enforcing the educational deprivation criterion in Follow Through. This decision and its aftermath, which included close to mid-year reorganization in the original program to avoid a ruling of non-compliance with CSA guidelines, affected implementation of all components, but particularly the instructional and parent involvement areas through confusion, disillusionment and consequent reduction of incentive.

Implementation of the instructional component in the original program must be judged in the context of the above circumstances. Relatively speaking, then, the Bank Street and Behavior Analysis Models continued to stand for a high degree of fidelity to model ideas. The Philadelphia Process, and the single-school Parent Implemented Model which uses the former instructional approach, came closest to the implementation level of the two first-named models. EDC implementation was good. The Bilingual Model continued to improve in implementation especially in the school most in need. The Florida Parent Education Model ceased affiliation with Philadelphia in the Fall of this past year. The original program objective in this area was not attained.

Instructional implementation in the expansion program was satisfactory for the most part despite the overall negative environment and even though third grade was included for the first time. Four original program schools were moved into the expansion program during the reorganization and have adopted one of the latter's instructional "options." Option IV, derived from the Bank Street Model, possibly because of its familiarity to teachers is the best implemented overall, followed by Option I, a derivative of the Behavior Analysis approach. The expansion program's instructional objective was considered partially attained.

Although parent involvement efforts began to be renewed in the course of the year, they were not sufficient to overcome the earlier problems occasioned by the educational deprivation ruling, as is evident from the non-attainment of the objective in this area.

The supportive services component has been bolstered by increased medical and dental screenings provided by School District Health Services. The social services area suffered from extensive personnel cuts initially, and only gradually recovered a substantial amount of former operating levels during the course of the year.

This year is perhaps best regarded as a transition phase for both the original and the expansion programs. The educational deprivation ruling had widespread negative effects on implementation and attainment of objectives and the year to come will probably serve as the best judge of how adaptive both programs' operations will be to the new circumstances.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

Abstract

ADMINISTRATOR: Robert F. Magliano
HEADQUARTERS: Room 204, 21st Street and Parkway
TELEPHONE: 299-7842
PBRS CODE: 811-05-587, 811-05-588
OPERATING YEARS: 1968-1978
GRADES SERVED: K-12
NO. OF PUPILS: 1,033
NO. OF SCHOOLS: 17 Institutions
NO. OF EMPLOYEES: Professional 101, Paraprofessional 10, Clerical 5 (Most personnel provided by respective institutions)
CURRENT BUDGET: $268,946
SERVICE PROVIDED: Each institution has its unique program suited to its specific goals, emphasizing remedial and/or tutorial instruction in reading and/or mathematics.
EVALUATION TEAM: William E. Loue III, Judith Green*, Lisbeth Sklar

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OBSERVED ACTIVITIES

During the regular school year, the project's intended mode of operation was partially implemented at all ten institutions because of circumstances beyond the institutions' control.

The United States Office of Education objected to the contractual arrangements between the School District and the various Institutions. Consequently, funding was delayed until these objections were satisfied. By February 1, all programs but one were operational with minor revisions.

Programs varied widely among the institutions and included educational activities integrated within the institution's regular school day and tutoring activities taking place during or after school. All these programs involved either professionals and/or highly qualified volunteers supervised by a subject-area specialist. The student generally received instruction individually or in small groups.

Five institutions provided reading instruction, one institution provided mathematics instruction, and four institutions provided both reading and mathematics instruction. Programs used Title I funds to provide instruction personnel, materials, and services that would otherwise be unavailable to their students.

The institutions' programs are organized according to guidelines issued in 1976 by the Pennsylvania Department of Education. In addition, many institutions have created and instituted plans to monitor the individual progress of their respective pupils.

ATTAINMENT OF OBJECTIVES

Objective 1: Each institution which provides mathematics instruction in this project will provide it from October to June to its underachieving children for a minimum of one hour per week per child. Detailed logs of the duration and content of each session will be maintained.

This objective was considered partially attained because of delayed starting dates at all institutions. The United States Office of Education objected to the contractual arrangements between the School District and the various institutions and, as a consequence, funding was not approved until mid-January. By February 1, all programs but one were operational with minor revisions. At several institutions logs describing duration and content of instructional sessions were found to be incomplete.

Objective 2: Each institution which provides reading instruction in this project will provide it from October to June to its eligible children for a minimum of one hour per week per child. Detailed logs of the duration and content of each session will be maintained.

This objective was considered partially attained because of the reasons specified in the discussion concerning Objective 1.

Objective 3: Students receiving at least five weeks of mathematics instruction in this project during the 1977-1978 school year will improve their basic mathematics skills to the extent that teachers using the Institution Skill Record for Mathematics at the end of the students' respective participation in the project will rate 75% of them as having gained additional knowledge of fractions, addition, subtraction, word problems, multiplication and/or division.

This objective was fully attained. The 75% criterion was attained for fractions (78%), addition (85%) subtraction (84%) word problems (77%), geometry (96%) multiplication (97%), and division (95%).

Objective 4: Students receiving at least five weeks of reading instruction in this project during the 1977-1978 school year will improve their basic reading skills to the extent that teachers using the Institution Skill Record for Reading at the end of the students' respective participation in the project will rate 75% of them as having gained additional knowledge of word recognition skills, comprehension, and/or oral reading.

This objective was fully attained. The 75% criterion was attained for word recognition skills (95%), comprehension (94%), and oral reading (88%).

IMPACT

Two types of programs emphasizing basic skills were provided to eligible institutional students: individualized and small group instruction.

The one institution that did not begin its program when funding was finally approved by the United States Office of Education experienced difficulty in hiring a qualified teacher.

Both objectives dealing with students' gaining additional knowledge in reading and/or mathematics skills were fully attained. The objectives addressing the length of time that programs would operate and the maintenance of descriptive logs were partially attained. During the abbreviated project year, intended services were provided to eligible children in reading and/or mathematics, and the majority of children receiving these services were reported to have gained some additional knowledge in the areas surveyed.

LEARNING CENTERS

Abstract

ADMINISTRATOR: Lore Rassmussen
HEADQUARTERS: Durham School
TELEPHONE: 732-3204
PBRS CODE: 811-02-541
OPERATING YEARS: 1966-1978
GRADES SERVED: 1-9
NO. OF PUPILS: 950
NO. OF SCHOOLS: 9
NO. OF EMPLOYEES: Professional 14, Paraprofessional 5 (Part-time), Clerical 0
CURRENT BUDGET: $436,600
SERVICE PROVIDED: In LC laboratories a discovery-oriented approach engages children in game-like activities designed to promote learning of mathematics and other basic skills. The Teacher-Parent Center provides curriculum and skill development to teachers, aides, administrators, and parents on released-time and volunteer-time bases.
EVALUATION TEAM: Robert N. Sebastian, Ethel K. Goldberg, David Patton

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OBSERVED ACTIVITIES

The Learning Centers program consisted of three fully operational components: Learning Center laboratories, a Teacher-Parent Center, and a Travelling Teacher Center.

Ten Learning Center laboratories were observed operating in nine schools. Nine laboratories were oriented to mathematics instruction and one to the teaching of communication skills. Observations of the math laboratories revealed that teachers generally used concrete mathematics teaching aides (hundred boards, Cuisenaire rods, etc.) and provided applied mathematics experiences in graphing, measuring, etc., plus the teaching of basic arithmetic skills. The one lab that focused on communication skills allowed pupils to become directly involved in such activities as photography, closed-circuit television, drama, acting and creative writing.

The Teacher-Parent Center assisted teachers, parents, aides and administrators from public and non-public Title I schools and selected federally funded projects. Between September 1977 and March 31, 1978, nearly 4,000 persons were assisted in constructing educational games, classroom furniture and a variety of instructional materials. Workshops were conducted at the center and at selected on-site school locations. During the September-March period, 111 workshops were given in such areas as teaching numerical and metric skills, triwall carpentry, developing learning center activities and games in language arts development. Specific workshops were designed for staff members of Title I projects, including the Elementary and Secondary Mathematics Resource Teachers.

The Travelling Teacher Center (TTC) operated from two to four days in each of 17 schools concentrated in Title I schools in Districts 1 and 4. The program offered by the TTC was a more intensive and concentrated version of that offered by the Teacher-Parent Center. In eight on-site visits, the workshop participants, including teachers, aides, and administrator, were observed making instructional aids and receiving individual instruction in the construction, use, and development of number boards, mathematics and alphabet puzzles, building blocks, number discs, and many other classroom materials.

ATTAINMENT OF OBJECTIVES

Objective 1: Pupils in Learning Centers Labs, on the average, will gain at least one (1) instructional level in total mathematics ability as evidenced by 80% mastery on the respective Philadelphia Mathematics Evaluation Tests administered in September 1977 and May 1978.

This objective was attained. Pupils from nine Learning Center Labs were administered the Philadelphia Mathematics Evaluation Tests in September 1977 and again in May 1978. Test scores from 664 pupils indicated that, on the average, a 1.7 level gain in mathematics skills was obtained. This exceeded the expected gain of one (1) instructional level.

Objective 2: The Teacher-Parent Center staff will provide 20% more on-site workshops for teachers and parents from September 1977 to May 1978 than they provided from September 1976 to May 1977 (in which basic teaching materials and classroom furnishings will be made by participants) as indicated by a log kept by the Center staff.

This objective was attained. The center staff conducted 58 on-site workshops during the 1977-1978 school year, compared to 25 during the 1976-1977 school year. This represented an increase exceeding 100%. This expansion of on-site workshops thereby exceeded the expected goal in providing workshop experiences to teachers, aides, and other school personnel in their own schools.

Objective 3: Teachers and teacher aides who attended workshops conducted by the Teacher-Parent Center will rate the center's effectiveness as a source of continuous professional growth and development, as determined by their responses to the Teacher-Parent Center questionnaire.

This objective was attained. Questionnaires were mailed to 10% or 400 of the teachers and teacher aides (N=4,000) who participated in one or more workshops between September 1977 and March 1978. The selection was made randomly. Responses on the Teacher-Parent Center questionnaire indicated an overwhelming approval of the Center workshop as a source of continued professional growth and development.

Of the teachers and aides responding to the questionnaire, 98% rated the workshops "good" to "outstanding", as a source of new ideas. Additionally, 93% rated the workshops' help in improving their classroom organization and planning as "good" to "outstanding"; 97% rated the workshops' help in introducing new ideas in the classroom as "good" to outstanding; " and 98% rated the workshops' experience as a stimulating factor in creating new materials as "good" to "outstanding".

Objective 4: Participants in the on-site workshops of the Travelling Teacher Center (TTC) will find the activities of the workshops relevant to their needs as evidenced by a favorable response of greater than 50% on an opinionnaire distrubuted to all participants.

This objective was attained. A Likert-type scale ranging from 1 to 5 was used to assess the workshops in 13 schools: 165 of the 198 participants (83%) rated the workshops "very helpful", (the highest rank), while 12 described the workshop as "helpful", and 4% responded that they were average. The workshops' mean rating of 4.77, out of a possible 5.0 indicated widespread perception of the helpfulness of the activities. The classroom teachers, teaching specialists, aides, and others who attended, spent, on the average (mode), more than 1½ hours at the TTC.

IMPACT

The Learning Centers project fully implemented its three components: the Learning Centers Laboratories, the Teacher-Parent Center, and the Travelling Teacher Center. Ten Learning Center Labs provided manipulative learning experiences in basic arithmetic, problem solving, and communication skills. The Teacher-Parent Center assisted teachers, aides, parents and others from virtually every Title I school and selected federally funded projects in the construction of educational games, manipulative teaching aids, and classroom furniture and in the teaching of basic educational skills. The Travelling Teacher Center provided a more intensive and concentrated version of the Teacher-Parent Center and operated in 17 off-site school locations.

All of the project's objectives were attained. Pupils in the Learning Center Labs exceeded the expected levels of performance in basic arithmetic skills as measured by the Philadelphia Mathematics Evaluation Test.

The Teacher-Parent Center staff exceeded the criterion of providing 20% more on-site workshops in which basic teaching materials and classroom furnishings were made by participants in their own schools.

Of the teachers and aides responding to the Teacher-Parent Center questionnaire, 95% rated the center "helpful" to "very helpful" in providing services than enhanced professional growth and development in a variety of areas.

Participants in the on-site workshops of the Travelling Teacher Center found the activities of the workshop relevant to their needs. This was evidenced by 83% of the respondents to the opinionnaire rating the workshops "very helpful."

MOTIVATION

Abstract

ADMINISTRATOR: Rebecca Segal
HEADQUARTERS: Room 318, 21st Street and Parkway
TELEPHONE: 299-7800
PBRS CODE: 826-04-555 (Impact Aid-C)
OPERATING YEARS: 1966-1978
GRADES SERVED: 9-12
NO. OF PUPILS: 3,100
NO. OF SCHOOLS: 11
NO. OF EMPLOYEES: Professional 41, Paraprofessional 9, Clerical 13
CURRENT BUDGET: $1,032,000
SERVICE PROVIDED: Students receive 45 extra minutes of mathematics or English instruction daily, and attend various extracurricular events throughout the school year.
EVALUATION TEAM: Marion Kaplan, Janice Atkins*

OBSERVED ACTIVITIES

The Motivation project was fully implemented in accordance with the intended mode of operation. The project's goals were the same at each site.

Students were block-rostered in their English and mathematics classes. In addition, they received five extra periods a week in mathematics or English. Students were provided with a counselor whose sole responsibility was to provide service to the Motivation students. Tutoring was available in varying amounts at each site. Due to budgetary problems this year, Cultural Organizers who formerly worked full-time were employed only three days per week.

Despite the reduction in the Cultural Organizers' services, the project still offered students extensive cultural enrichment. Students attended out-of-class events such as operas, plays, museum exhibits, lectures, and movies, and were encouraged to watch educational shows on television and to participate in other individual activities. They were encouraged to relate these events to topics discussed or read in class.

In order to assess student satisfaction with the Motivation program, a small sample from each grade was interviewed this year. Students seemed generally satisfied about being in the program, and they liked the concern shown them by the Motivation teachers. Most of them indicated that they were working harder in school as a result of the extra periods of mathematics and English, but they also felt that these extra classes were necessary for college preparation.

ATTAINMENT OF OBJECTIVES

Objective 1: By June 10, 1978, at least 75% of the 12th-grade Motivation students will be accepted for admission to colleges or universities.

This objective was considered attained. Of the 582 Motivation seniors, 74.4% were accepted for admission to colleges or universities. Since this percentage was less than 1 point below the criterion (75%), the objective was considered attained. Motivation coordinators indicated that more college acceptances were expected by the end of June.

Objective 2: The average daily attendance rate of 11th and 12th grade Motivation students will be at least 10 percentage points higher than that of non-Motivation students in the same grades and schools.

This objective was attained. Motivation students in both 11th and 12th grades exceeded the attendance criterion. Eleventh grade Motivation students' percentage of attendance was 91%. This exceeded the percentage (71%) for other 11th grade students in the same schools by 20 points. For 12th grade students, the Motivation attendance rate was 88% which exceeded that (74%) of the other 12th grade students by 14 points.

Objective 3: At least 50% of 11th and 12th grade Motivation students will maintain or improve the National Percentile Ranks of their Total Mathematics scores on the California Achievement Tests from 1977 to 1978.

This objective was attained. The Mathematics Concepts subtest was not administered in 1977, consequently the Total Mathematics scores could not be compared. Mathematics Computation subtest scores for 1977 and 1978 were compared for a randomly-selected sample of 11th and 12th grade Motivation students.

Of the 200 eleventh grade students, 50.5% maintained or improved their National Percentile Ranks from 1977 to 1978. Of the 201 twelth-grade students, 63% maintained or improved their National Percentile Ranks.

IMPACT

The project was fully implemented in 1977-78. Two objectives were attained and one was considered attained. Motivation students' attendance rates surpassed those of other students in the same grades and schools. More than half of the project students maintained or improved their scores on the mathematics section of the California Achievement Test. The number of college acceptances received by Motivation students by mid-June was close to the criterion, and more acceptances were expected.

MULTIMEDIA CENTER

Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 228-3105
PBRS CODE: 811-06-615
OPERATING YEARS: 1968-1978
GRADES SERVED: K-12
NO. OF PUPILS: Nonpublic 6,927
NO. OF SCHOOLS: Nonpublic 47
NO. OF EMPLOYEES: Professional 0, Paraprofessional 3, Clerical 1
CURRENT BUDGET: $130,600
SERVICE PROVIDED: The Multimedia Center provides a clearinghouse of audiovisual and other instructional materials that are related to the curricular needs of Title I pupils and their teachers.
EVALUATION TEAM: Robert N. Sebastian, Ethel K. Goldberg, David Patton*

OBSERVED ACTIVITIES

The evaluator's observations of the participating schools and the administration center indicated efficient and effective implementation of the project's proposed services as stated in the Title I Application.

The center catalog listed 1,882 different items for circulation among the participating schools for periods ranging from one week to an entire semester. A contracted trucking service provided weekly pickup and delivery to the schools. Between October 1, 1977 and April 30, 1978, 4,185 requests for materials were filled by the center. Additionally, the project had 1,766 pieces of audiovisual equipment housed on a continuing basis in the participating schools.

During the school year, the project coordinator provided classroom aides and selected 6th-grade students with in-service training in the classroom use of audiovisual/instructional materials.

ATTAINMENT OF OBJECTIVES

Objective 1: During the current school year, the Multimedia Center will provide audiovisual and other instructional materials that are related to the curricular needs of educationally deprived pupils. It is expected that the teachers will use an average of 20 materials during the year, as measured by the Multimedia Center Survey.

The objective was attained. The Multimedia Center filled 4,793 requests from its circulating materials during the school year. The average teacher reported using 23 different items, primarily to supplement or reinforce ongoing classroom instruction -- especially in reading/language arts. Of 157 teachers responding to an evaluative question on the Multimedia Center Survey, more than 89% indicated satisfaction with the project's services.

Objective 2: During the school year, the coordinator of the Multimedia Center will provide paraprofessional aides with a minimum of 2½ hours of in-service training in the classroom use of audiovisual and other instructional materials. An activity log of the training will be maintained by the coordinator.

This objective was attained. At least 2½ hours of individual or small-group training in the operation, care, and appropriate use of audiovisual equipment and materials was given by the Multimedia Center Coordinator to aides, designated by the respective principals of 5 participating schools. All of the aides gave their training the highest rating (excellent) on a 5-point scale.

Objective 3: During the school year, the coordinator of the Multimedia Center will provide 6th-grade students, selected by their schools for participation in the Cadet Corps, with a minimum of 1½ hours of training in the use of audiovisual hardware. An activity log of the training will be maintained by the coordinator.

This objective was attained. Small-group training sessions averaging approximately 2 hours were given to 134 sixth-grade students, designated by their respective principals at 33 participating schools. Of the 30 principals responding to a questionnaire, 26 rated the performance of the trained Cadet Corps students as "good" or "excellent."

IMPACT

The project was fully implemented in harmony with the Title I Application. The Multimedia Center project continued its program of circulating audiovisual and other instructional materials, appropriate for the remediation of eligible students' educational deficiencies. The project coordinator and staff provided and maintained audiovisual materials for classroom presentations and trained paraprofessional aides and students to operate such equipment. Aides, teachers, and principals have continued to express high levels of satisfaction with the project's services.

PRESCHOOL CHILD DEVELOPMENT PROJECT
Abstract

ADMINISTRATOR: Constance E. Clayton
HEADQUARTERS: Room 230, 21st Street and Parkway
TELEPHONE: 299-7839
PBRS CODE: 26-01-508 (Impact Aid - Part C)
OPERATING YEARS: 1977-1978
GRADES SERVED: Pre-K and K
NO. OF PUPILS: 75
NO. OF SCHOOLS: 1
NO. OF EMPLOYEES: Professional 2, Paraprofessional 3
CURRENT BUDGET: $100,200
SERVICE PROVIDED: A variety of proven early childhood intervention strategies are provided for young children aged 3 years to 5 years 7 months who are of different ethnic backgrounds.
EVALUATION TEAM: Thomas McNamara, Kenneth Prusso, Mildred Asano

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OBSERVED ACTIVITIES

This new project's intended mode of operation was fully attained by the end of the school year, but must be considered partially attained overall. Staffing was unable to be completed until mid-January. Children had been screened prior to that date and parents had also been requested to have their children fully inoculated during the first part of the year, but full-scale operations could not begin until the latter half of the year.

The project's nursery class (3-4 yr. olds), prekindergarten class (ages 4-5) and kindergarten class were observed in full operation this Spring; a teacher and an aide were present in each room, parent volunteers were helping individual children and a wide variety of project specific activities were in progress. Special parent training activities are being conducted. The staff is using the Developmental Behavior Checklist with the prekindergarten children and all kindergarten children were tested on the SESAT in February/March. Each project child at the nursery and prekindergarten level has been entered into the Prekindergarten File System for longitudinal tracking.

ATTAINMENT OF OBJECTIVES

Objective 1: A smaller percentage of prekindergarten pupils in the project will show signs of developmental delay in cognitive areas of the post — than on the pre-administration of the Learning Accomplishment Profile (LAP).

This objective must be considered not applicable at this point because of changed circumstances long after the objective was formulated. In the observed activities section above it was noted that the project was not completely underway until the second half of the year; this situation precluded pre-collection of developmental status information, as called for in the objective. In addition, at the beginning of 1977-1978 program personnel opted for a different developmental status instrument to replace the LAP. The Developmental Behavior Checklist (DBC), in many ways a briefer, more refined version of the LAP approach, was selected instead. Year-end DBC data are available, but without any pre-counterpart.

Based on DBC results at the end of the year, the following information is pertinent to the objective: (a) developmental status records were completed for a total of 41 prekindergarten children in the project; and (b) 33 of the 41 children (80%) showed no signs of developmental delay as operationalized for the DBC.

Objective 2: A smaller percentage of kindergarten pupils in the project will score below the 50th percentile in the Letters and Sounds subtest of the Stanford Early School Achievement Test (SESAT) in February, 1978 than the total district in which the project is located.

This objective was attained. The project had only 10% of its 29 kindergarten children scoring below the 50th percentile in this subtest of the SESAT in February, 1978, while the district in which it is located had 27%.

Objective 3: At least two-thirds of the project pupils will receive a medical screening examination during the course of the year.

This objective was attained also. All of the project children were not only screened but fully inoculated during the first half of the year prior to beginning the program.

IMPACT

This new project designed to serve a small group of young children 3 years to 5 years 7 months, who are of different ethnic backgrounds, partially attained its intended mode of operation. Full-scale operations could not begin until the latter half of the year.

It fully attained two of the three objectives for the year: only 10% of the kindergarten group scored below the 50th percentile in Letters and Sounds, much less than the total district in which it is located; and 100% of the children received medical screenings. The third objective, regarding pre- post differences in developmental status for the prekindergarten group turned out to be non-applicable in its original form; 80% of the 41 children involved, however, showed no signs of developmental delay at the end of the year.

During its first, abbreviated, year of operation, then, the project accomplished two out of three of its objectives.

SCHOOL-COMMUNITY COORDINATOR

Abstract

ADMINISTRATOR: Alfonso Williams
HEADQUARTERS: Room B-3, Stevens School
TELEPHONE: MA 7-1282
PBRS CODE: 811-17-505
OPERATING YEARS: 1966-1978
GRADES SERVED: PK-12
NO. OF PUPILS: 88,209
NO. OF SCHOOLS: 150
NO. OF EMPLOYEES: Professional 2, Paraprofessional 158, Clerical 2, Other 12
CURRENT BUDGET: $2,658,100
SERVICE PROVIDED: The project employs community residents to work with school children, students, parents, and school staffs, satisfying needs, transmitting information, promoting mutual understanding, and encouraging participation between the school and the community.
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters*

OBSERVED ACTIVITIES

The School-Community Coordinator (SCC) project's intended mode of operation was fully implemented. The evaluators found that SCCs provided services to Title I students by (a) maintaining a file of children eligible to receive services, (b) having in-school contacts with children, (c) responding to requests from staff and principals for home-visit conferences with parents, (d) initiating home-visit conferences with parents whenever deemed necessary, (e) working with the community in projects of interest to students and their parents, (f) sponsoring or conducting cluster meetings for parents concerning children's needs, and (g) informing parents about school programs and services.

A total of 150 selected schools were served by at least one SCC. In 14 schools with large populations of Spanish surnamed children, the SCC was bilingual. In eight of the 14 schools, two SCCs provided services.

The acting project administrator continued in his role as supervisor. He developed new forms and procedures which enabled the area coordinators to be more aware of the activities of the SCCs. Staff development for SCCs took three forms: (1) whole group meetings, (2) small group cluster meetings with their area coordinators, and (3) individual meetings of SCCs with their area coordinators at their schools.

ATTAINMENT OF OBJECTIVES

Objective 1: School-community coordinators will complete an average of 3.5 out-of-school conferences, seven for two days, including home visits for each day of service they provide each month to participating ESEA, Title I pupils in the areas of attendance, basic skills and work habits, behavior, health and the general well-being of these students. These conferences will emanate from school or self-initiated referrals. This will be verified by inspection of monthly reports and pupil referral forms maintained by the school-community coordinators.

This objective was fully attained. During two sample months (November and March), the SCCs averaged 4.1 and 3.6 out-of-school conferences respectively. The winter sample month (January) was not used this year due to the extraordinary severity of the snow storms.

Objective 2: School-community coordinators will provide in-school services to a minimum of 20 participating ESEA, Title I pupils each month relative to their needs or problems. This will be verified by inspection of monthly reports maintained by the school-community coordinators.

This objective was fully attained. Monthly reports showed that the coordinators averaged 50 in-school pupil services in November and 47.4 in March.

Objecitve 3: School-community coordinators will provide ten cluster meetings of parents of ESEA, Title I children each year related to topics of concern of needs of the children.

This objective was fully attained. A School-Community Coordinator Cluster Meeting Survey showed that the coordinators averaged 11.7 parent cluster meetings for parents over the school year.

IMPACT

The project's intended mode of operation was fully implemented. The SCCs concentrated their services on Title-I-eligible pupils and their parents or guardians. They were involved primarily with the attendance, basic skills and work habits, behavior, health and general well-being of these pupils. Through requests for service as well as self-initiated activities, SCCs provided services to Title-I-eligible pupils and their families such as arranging for tutoring, securing clothing, food, money, and housing, and assisting in the completion of medical applications.

SCCs encouraged and arranged for active Title I parent participation in the Parent Partnership Workshops that were conducted throughout the city.

All project objectives were fully attained. During two sample months the SCCs averaged more than 3.5 out-of-school conferences per working day--4.1 for one month, 3.5 for the other. The coordinators surpassed the objective of holding a minimum of 20 in-school contacts with pupils during two sample months by holding 50 during one and 47.4 during the other. Over the school year SCCs averaged 11.7 cluster meetings for parents -- 1.7 more than the expected 10.

Area coordinators (AC) supervised the work of their assigned SCCs closely, provided assistance with scheduling of monthly activities' shared information, answered questions, and checked records. ACs and SCCs functioned as key communication links between neighborhood schools, Title I parents, the community, and local organizations.

The acting project director continued his role as supervisor and provided the leadership needed, assisted by one other supervisor.

SUMMER COMPONENTS OF TITLE I ESEA PROJECTS

Information regarding the summer components is presented substantially as the respective project administrators responded to a six-item Summer Evaluation Summary form distributed to them by the Department of Federal Evaluation Resource Services:

1. Name of Project ______________________________
2. List the goals of the summer component of your project.
3. Describe the activities employed to attain these goals.
4. List which goals were attained and cite evidence to support your belief.
5. Describe the goals that were not attained and the reason why.
6. List programmatic changes and recommendations that will aid in the attainment of goals in future years.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN
ASSOCIATION FOR JEWISH CHILDREN
(Summer Component)

GOALS SET:

1. Children in grades 4-6 will demonstrate growth of two months of a grade level in reading and math as measured by the standardized test used in their particular school district.

2. Children in grades 7-12 will demonstrate the same improvements cited in 1.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

An individualized instructional program or small study skill groups were instituted for each child according to his needs. Directed reading activities using high-interest, low-readability level instructional materials were used. In teaching math skills consumable workbooks were used; emphasis was on the need for an application of math skills to everyday situations.

GOALS ATTAINED:

Completion of the final testing for each student has not yet been reported to cite if the goals have been attained. However, there are indications that improvement has occurred through the testing this summer. Weekly progress reports from the tutors and study skill instructors also show improvements in each child's reading and math skills.

GOALS NOT ATTAINED:

Until the completion of all the final testings, it seems premature to describe unattained goals. However, some speculations might be helpful. Because of the summer activities and limited time available for the tutors, children might not have attained as much growth as we would have liked to see.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

1. More available time for tutors

2. Scheduling turoring around child's available time per week and not a fixed time so child feels that it is an aid to his advancement and not an obligation.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN: BAPTIST CHILDREN'S HOUSE

(Summer Component)

GOALS SET:

1. Students receiving at least five weeks of reading instruction would gain additional knowledge in word recognition, comprehension, and study skills.

2. Students receiving at least five weeks of math instruction would gain additional knowledge in addition, subtraction, multiplication, division, and word problem skills.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Individual and small group tutoring using manipulative materials, study guides, textbooks, workbooks, and worksheets. Planning and participating in field trips with activities such as reading literature pertaining to field trip sites, calculating mileage and mapping routes to and from field trip sites. Participating in quiz programs based on information from study guides and bulletin boards.

GOALS ATTAINED:

Reading goals achieved: additional knowledge gained in word recognition, comprehension, and study skills as evidenced by oral and written evaluations. Math goals achieved: additional knowledge gained in addition, subtraction, multiplication, division, and word problems as evidenced by oral and written evaluations.

GOALS NOT ATTAINED:

Not applicable.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Expanding the Title I staff would aid in allowing more individualized instruction in future years.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN: CATHOLIC HOME FOR GIRLS - MATHEMATICS

(Summer Component)

GOALS SET:

1. Reinforcement and basic instruction of basic skills in addition, subtraction, multiplication, and division.

2. Application of basic skills to computation and problem solving using whole numbers, fractions, decimals, percents, algebra and geometry.

3. Individualized instruction to effect grade level requirements according to diagnosis found in Peabody Individual Achievement Test Battery.

4. Effort to increase interest in learning.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Diagnostic testing at all levels.

2. Individualized instruction according to need. (one-to-one or two-to-one pupil-teacher ratio).

3. Games and drill devices to strengthen skills.

4. Continuous Progress Kits (Elementary and Secondary).

5. Imperial Tape Program (Elementary and Secondary).

6. Evaluation tests at each level to ascertain progress.

7. Remedial help where needed.

8. Success oriented projects.

9. Pre and post tests to evaluate progress.

GOALS ATTAINED:

1. Gains in grade levels (1 year) 60% of group.

2. Motivation toward learning increased.

3. Self-image raised through achievement of success.

4. Interaction and counseling activated.

5. Speed and accuracy stepped up.

6. Pre and post tests administered throughout.

GOALS NOT ATTAINED:

Some students had low attention span and made negligible progress because of psychological circumstances and emotional problems. Their attendance and performance in the program was bolstered by extra curricular activities in art, music and cultural trips on the side.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

1. More cultural trips and activities will be planned on an extra curricular basis.

2. Pre and post testings will evaluate each student's work.

3. Diagnostic and evaluative tests, (Peabody Individual Achievement Battery) will be administered before and after the duration of the program to allow more time for instruction.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN: CATHOLIC HOME FOR GIRLS - READING AND LANGUAGE ARTS

(Summer Component)

GOALS SET:

Reinforcement and basic instruction in:

1. Reading

    a. Phonics
    b. Vocabulary (sight and meaning)
    c. Comprehension
    d. Study Skills
    e. Research Projects
    f. Book reports
    g. Library skills
        (1) Dictionary
        (2) Encyclopedia

2. Composition

    a. Sentence structure
    b. Grammar - rules and function
    c. Spelling - rules and function
    d. Penmanship
    e. Letter writing
        (1) Reports
        (2) Essays
        (3) Posters

3. Language Arts

    a. Discussion of books read
    b. Oral and written reports on:
        (1) Film viewing
        (2) Record and tape listening
    c. Creation of posters
    d. Discussion of extra curricular activities

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Use of library and reading center

    a. Fiction for avid readers
    b. Paperbacks for reluctant readers

   c. Paperbacks for teenagers
   d. Paperbacks for below-level readers
   e. Comic books with tapes

2. Programmed Instruction in:

   a. Grammar
   b. Spelling
   c. Vocabulary

3. Games and drill devices for grammar reinforcement.

4. Film-strip viewing

5. Tapes for listening

6. Continuous Progress materials for:

   a. Grammar
   b. Spelling
   c. Reading in content areas
      (1) Social studies
      (2) Science

7. S.R.A. Dimensions in Reading

8. S.R.A. Reading for Understanding

9. Controlled Reader Laboratory (McGraw-Hill)

10. Reading Attainment Series (1-2) Botel

11. Kaleidoscopic Readers - (Remedial Junior High)

12. Reading Skill Kits E.D.L.

    a. Sciences
    b. Social studies
    c. Reference skills

13. Peabody Individual Achievement Battery

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN: GIRARD COLLEGE SUMMER SCHOOL

(Summer Component)

GOALS SET:

1. To make-up scholastic deficiencies.

2. Work to remove specific weaknesses that caused placement in summer school.

3. Work on the boys' study habits in order to insure future success.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

There was a great deal of individual instruction given to each boy because of the low pupil-teacher ratio. One hour of study was provided for each hour of classroom instruction; in addition, there was a study period of one hour every evening during the week.

GOALS ATTAINED:

We believe that a study of the standardized tests taken by the boys compared to one taken in the spring shows overall improvement in both reading and mathematics. The test taken in the summer was an alternate form of the test taken in the spring.

GOALS NOT ATTAINED:

This is the third year of this summer program. We have been attempting to create a scope and sequence of learnings for each area of the summer program.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

There was some classroom supervision of the staff by the administrator of the summer school. It is our aim to work harder in this area next year. As we have an excellent staff in both the elementary and secondary areas, we look to great progress and a better program in the coming year.

GOALS ATTAINED:

1. Interest in Reading stimulated through individualized instruction.

2. Reading and language arts level increased (1 to 2 years grade level) indicated by Peabody posttest.

3. Typing and spelling functioned in letter writing and reports.

4. Good reading habits established as seen by directed choice, frequent discussion of reading materials and independent reading out of class.

GOALS NOT ATTAINED:

Because of emotional needs and the psychological aspects of their lives, a certain small percentage did not make any noticeable progress. A positive relationship with the faculty was established, however, in most cases though not necessarily academically oriented.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

1. Peabody Achievement Tests will be administered before June 27 and after August 6 to insure full six weeks of instruction in the school program.

2. Additional cultural experiences will be planned at least once a week for afternoons and weekends. These will supplement the work of the language arts program for feedback in discussion and composition work.

INSTITUTION FOR NEGLECTED AND DELINQUENT CHILDREN:
GUARDIAN ANGEL HOME
(Summer Component)

GOALS SET:

1. Increase "survival" reading and math skills.

2. Increase awareness and ability to deal with problems which are a part of independent living (e.g., money-management, shopping, cooking, finding an apartment).

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Math- working on basic skills, practice in balancing a budget, a food shopping trip, work with calculators.

2. Reading - work on basic skills in word attack and comprehension practice in reading a newspaper, reading an apartment lease, etc.

GOALS ATTAINED:

Goal #1 was achieved - individual evaluations completed by teachers suggested that most girls increased their reading and math skills at least to minimal degree.

GOALS NOT ATTAINED:

Goal #2 was not achieved to the degree originally anticipated. Some of the girls needed much work in basic skills leaving little time for practical application.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Next year, I anticipate structuring in more practical experiences such as food shopping, apartment-hunting, job-hunting, handling a checking account.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN: NORTHERN HOME FOR CHILDREN

(Summer Component)

GOALS SET:

Stabilize and/or remediate reading and math content areas.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Small homogenious groups may size 5-1 (one class) to instruct on an individualized approach.

GOALS ATTAINED:

Stabilization in math content area and an average increase of 9 months grade level change in standardized test. (post). Posttest in reading content area (basics show 8 month-average-grade-level change.)

GOALS NOT ATTAINED:

To increase reading grade level one year - the goal set was too high and needed to be reconsidered according to individual child - Math area - 1 year increase but many skills correct on pretest were splinter skills not cognition of function.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

To develop more individualized goals rather than group to allow the child to develop in relationship to where he is presently operating and to reevaluate each child's progress and/or regress and determine approaches, materials needed to attain individualized goal.

INSTITUTION FOR NEGLECTED AND DELINQUENT CHILDREN: SALVATION ARMY CHILDREN'S HOME

(Summer Component)

GOALS SET:

To provide remedial reading and Math on an individual basis as well as supportive activities to reinforce the above goals.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Group and individual reading and math programs along with an incentive program to keep the children's interest at a high level.

GOALS ATTAINED:

The reading and math programs were very successful. This is shown by having approximately 98% attendance. It is further proven when several readers and non-readers each read 40-50 books in an eight week period.

GOALS NOT ATTAINED:

We had projected ten (10) trips per week. This would have conflicted with our reading and math program considerably so they were cut to one (1) trip per week.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

No changes should be made. The program format is very good and should remain as is.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
SOUTHERN HOME FOR CHILDREN
(Summer Component)

GOALS SET:

The goals of the summer program were to provide intensive remedial mathematical and reading instruction to identified youngsters within the existing population of Southern Home for Children.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Certified teachers carefully diagnosed identified students and individually prescribed a sense of specific skills to be taught. Thoughout the program these skills were developed. Diagnosis was continuous and a student moved to a more difficult skill only when he had achieved proficiency in the area in which he was working. The majority of the instruction was done on an individual basis.

GOALS ATTAINED:

Test results indicate that the students were generally able to achieve a significant portion of individually prescribed goals.

GOALS NOT ATTAINED:

Because the goals were so specific, the students were generally able to attain them. The population serviced at Southern Home is primarily that of severely disturbed youngsters who have serious educational and emotional difficulties. Therefore, the teachers were occasionally called upon to deal with emotional interferences which sometimes impeded the attainment of initial goals set.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

At present the staff is generally satisfied with the Title I program at Southern Home for Children. In the fall, the plan is to increase the teaching staff in order to service more children at more frequent intervals.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
ST. JOSPEH'S HALL FOR GIRLS
(Summer Component)

GOALS SET:

The goals of the summer component of our project were to help the girls increase their skills in the Math and Reading areas. The girls were instructed in Reading in the areas of comprehsnsion and word recognition, skills utilizing current reading materials, and the basic skills areas in Math utillizing the Philadelphia math levels exams. Also, the girls were exposed to areas of the fine arts. The areas were blended to reinforce the learning materials used in the classrooms.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Activities employed to attain these goals were administration of pre and post levels tests in the Math and Reading areas. This was coupled with cultural trips throughout the Philadelphia area.

GOALS ATTAINED:

The basic goal attained was advancement by the girls in the Reading and Math areas. This advancement was shown by their results on the Math and Reading levels test which are standard in the Philadelphia Educational system. A culminating program was also performed to show achievement as a result of instruction in the fine arts areas.

GOALS NOT ATTAINED:

The goals not attained were advancing the girls up to their proper grade levels in Reading and Math. This belief is based on the fact that many of the girls were so far below their grade levels, indicating a continued need of small group or one-to-one instruction.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Recommendations that will aid in the attainment of goals in the future years are continued tutoring and continued exposure ot areas of cultural enrichment.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
ST. VINCENT'S ORPHANAGE
(Summer Component)

GOALS SET:

1. To provide a strong readiness program for Reading and Math and also to incorporate arts and crafts to stimulate muscular development and to aid emotional development. (K)

2. To provide individual attention in order to strengthen basic skills in Reading and Math and to provide opportunities for experiences which will broaden their backgrounds on the social aspects of life. (1-3)

3. To provide individual attention in order to strengthen basic skills in Reading and Math and also to provide opportunities outside the classroom to try to develop a greater self-awareness and self-confidence in the children.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Teachers provided individual instruction in reading skills, math skills and language arts skills for those students whose records and test scores were below grade level. Classes were held four days per week. The length of a period was 45 minutes each day During the afternoons of the six week program the counselors took small groups of children out for various cultural experiences. Each Friday a field trip was planned for the entire group. Places of interest in and around Philadelphia were visited.

GOALS ATTAINED:

Reading

At the end of the six-week program the Merrill Test for Reading Readiness indicated that 80% of the children were ready for Pre-Primer work. (K)

At the end of the six week program the Scott Foresman Primay and Intermediate Reading scores for Posttest B indicated that 90% of the children exposed to the program made progress. The Merrill posttests indicated progress of at least six months growth for the average child. (1-6)

Math

At the end of the six-week program, the Scott Foresman Primary and Intermediate Math scores indicated that 80% of the children were stronger in the basic skills of whole numbers. Metropolitan Achievement Test Intermediate B indicated 90% of the children progressed in knowledge of basic arithmetic including the use of fractions. (K-6)

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GOALS NOT ATTAINED:

In my estimation, the anticipated goals were achieved as indicated by test scores, teacher evaluation and most of all by pupil response.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Since our student body changes basically each year but is made-up of dependent, neglected children, the needs seem to be similar and I feel the program offered should remain basically the same.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN: ST. VINCENT'S RESIDENCE

(Summer Component)

GOALS SET:

1. Reinforcement and instruction in basic skills of reading.

2. Reinforcement and instruction in basic skills of other related language arts.

3. Individualized instruction in spelling, handwriting, and grammar with functional application of each to the language arts program.

4. Greater achievement in practical use of composition, creative writing, essay, and poetry.

5. Increased interest in reading books and periodicals.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Reading for pleasure

2. Reading for a purpose

3. Research projects

4. Seminar dynamics

5. Library skills

6. Use of dictionary and encyclopedia

7. Reading with tapes

8. Film viewing with tapes for listening

9. Programmed grammar reinforcement

10. Instructional kits for continuous progress

11. Language games for remedial drill and reinforcement

12. Varied instructional materials and activities for individual needs

GOALS ATTAINED:

1. Good reading habits were established as sean by choice of reading matter, frequency of use of books and intelligent discussion of reading materials.

2. Individualized reading instruction stimulated further interes in Reading.

3. Typing made functional in writing business letters and research reports.

4. Reading level showed a marked gain of one or two grades as per Peabody Achievement Test Battery.

5. Language arts remedial program showed same percent of gain in same test battery.

GOALS NOT ATTAINED:

For psychological reasons and due to some emotional disturbance some girls were not able to put forth effort in class participation, to cooperate with teachers in learning tasks, or achieve instructional goals. Hence, their progress was slow and in some cases negligible in all areas of learning. Related subjects such as music and art were offered to them.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

1. An increase in the number of cultural experiences on an extra curricular basis will be planned.

2. Tests will be administered before and after the summer sessions so as to afford full six weeks time for the program.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
STENTON CHILD CENTER
(Summer Component)

GOALS SET:

Identify specific deficiencies in reading and mathematics for all eligible Title I children. Provide remedial intervention through use of methods and materials developed by a staff of professional teachers including 1 reading specialist and 1 mathematics resource teacher. The program will include related educational experiences such as craft work and field trips. Children involved in the program should advance 1 level in reading and mathematics.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

The 7 week program will operate a total of 175 hours during which each child will receive an average of 20 hours of instruction each week. A minimum of 1 hour a week will be concentrated on improving reading and mathematics skills. A classroom teacher-pupil ratio of 1 to 6 and no more than 1 to 8, and in addition, individual instruction provided by the reading and mathematics teachers will maximize the learning experience.

GOALS ATTAINED:

Approximately 95% of the participating children demonstrated a positive attitude toward the basic skills program and toward learning in general. They were eager to begin each day's activities; behavior problems were minimal and were readily resolved.

At least 60% of the children advanced 1 level in reading and mathematics as measured by pre and posttesting. (Tests used: The Philadelphia Mathematics Evaluation Tests, Lower and Middle Schools; and the Sucher-Allred Reading Placement Inventory.)

Field trips to the library, museums, the Philadelphia Naval Base, etc., and numerous craft projects were successful extentions of the structured classroom experience.

GOALS NOT ATTAINED:

Approximately 40% of the children failed to advance full level in reading and mathematics. However, most of these children were motivated to approach a learning process with more positive effort. In many instances their participation in the program was interrupted because of illness, clinic and agency appointments or discharge form the institution.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Extend the assigned hours of the reading and mathematics specialists from 60 hours to 90 hours during the course of the 7 week program and/or add 1 reading secialist to the teaching staff.

Expand the extra curricular activities and include more contact and 1 on 1 games and sports. This will provide practical application of skills learned in the mathematics and reading components of the program.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN: YOUTH SERVICE INCORPORATED

(Summer Component)

GOALS SET:

Academic - To explore life through literature while simultaneously developing and/or expanding word recognition and comprehension skills.

Vocational - To broaden our youths' knowledge of the range of occupations available upon graduation from high school and/or post-graduation study.

Cultural - To expose our youth to experiences that will stimulate their interest in and appreciation of the cultural arts.

Recreational - To engage our youth in activities that are enjoyable while simultaneously developing and/or expanding athletic skills, team skills, and sportsmanship skills.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Academic - Six reading classes of 30 minutes each, 4 days a week.

Vocational - Enrollment at JEVS Work Adjustment Center. Trips to post office and engineering firm. Speakers from Negro Tradesman Union, police department, Coca Cola Bottling Company. Workshop on filling-out job applications.

Cultural - Trips to Dance Theatre of Harlem, Independence Hall, Robin Hood Dell Concert, Mother Bethel A.M.E. Church.

Recreational - Swimming, arts and crafts, trips to Hershey Park, Washington's Crossing, Olympic (sports) Day.

GOALS ATTAINED:

All goals of the summer program were successfully attained by various methods. The reading skills of numerous students increased (reading test utilized). Students wrote articles expressing their views about the activities in the summer program newspaper and staff responded favorably about the program.

GOALS NOT ATTAINED:

The four goals of the summer program were successfully attained.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

1. Monies are requested for a math instructor(s) to increase our students' operational skills in the basic areas of mathematics.

2. The vocational component of the program will lose a valuable service with the loss of monies for the JEVs program.

3. Cultural experiences are constricted with monies available for out-of-state events.